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ABSTRACT

A study investigated the effectiveness of a program for improving reading motivation and attitudes toward reading. The targeted population consisted of elementary and high school students in three different south suburban communities, located outside Chicago, Illinois. The problems of a lack of reading motivation and poor attitudes toward reading were documented through data from reading attitude instruments, results from reading assignments and programs, and teacher observations. Analysis of the probable cause data revealed that students lacked effective reading models both in their households and in their classrooms. Faculties at the three sites reported a general lack of time spent reading. Also, student surveys indicated inadequate interest in reading. Solution strategies suggested by a review of the professional research, combined with an analysis of the problem settings, resulted in the use of oral reading as an intervention. Strategies included both teacher modeling of effective oral reading and student participation in the activity. Post-intervention data indicated a moderate improvement in students' overall attitude toward reading, and an increase in the students' willingness to read more. At the elementary level, substantial decreases were noted in the amount of time students devoted to watching television or playing video games. The targeted secondary students demonstrated increases in the number of pages they read independently, although this success was a qualified one, as the intervention took additional time to implement. (Contains 44 references, 20 tables, and 28 figures of data. Appendixes present numerous survey instruments, tips for oral readers, quizzes, unit tests, and data.) (Author/RS)

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IMPROVING STUDENT READING MOTIVATION THROUGH THE USE OF ORAL READING STRATEGIES

by

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Submitted in partial fulfillment of the requirements for the degree of Master's of Arts in Teaching and Leadership

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Abstract

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DATE: May 1, 1995

TITLE: Improving Student Reading Motivation Through the Use of Oral Reading Strategies

ABSTRACT: This report describes a program for improving reading motivation and attitudes toward reading. The targeted population consists of elementary and high school students in three different south suburban communities, located outside Chicago, Illinois. The problems of a lack of reading motivation and poor attitudes toward reading have been documented through data from reading attitude instruments, results from reading assignments and programs, and teacher observation.

Analysis of probable cause data revealed students lack effective reading models both in their households and in their classrooms. Faculties at all three sites reported a general lack of time spent reading. Also, student surveys indicated inadequate interest in reading.

Solution strategies suggested by a review of the research, combined with an analysis of the problem settings, have resulted in the use of oral reading as an intervention. Strategies included both teacher modeling of effective oral reading and student participation in the activity.

Post intervention data indicated a moderate improvement in students' overall attitude toward reading, and an increase in the students' willingness to read more. At the elementary level, substantial decreases were noted in the amount of time students devoted to the watching of television or the playing of video games. The targeted secondary students demonstrated increases in the number of pages they read independently, although this success was a qualified one, as the intervention took additional time to implement.

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Chapter 1

PROBLEM STATEMENT AND CONTEXT

Problem Statement

The students at the targeted suburban elementary and high schools have inadequate reading motivation and poor attitudes toward reading, as demonstrated by reading attitude instruments, results from reading assignments and programs, and teacher observation.

Description of Immediate Problem Setting

The above problem has been identified at three separate sites located in different south suburban communities outside of Chicago, Illinois. One of these, an elementary school, will be referred to as "School A" throughout this study. The other two sites, referred to as "School B" and "School C," are both high schools.

School A:

School A is an elementary school located in Richton Park, Illinois with a population of 523 students. The racial-ethnic background consists of 82.6 percent White students and 12.8 percent Black students. The remaining students are 3.3 percent Hispanic and 2.1 percent Asian or Pacific Islanders.

The attendance rate at this targeted school is 96.4 percent, and the student mobility rate is 4.5 percent. The school's chronic truancy rate is zero percent.

The grades consist of kindergarten through eighth grade. The average class size in the school is 21.7. Most grades have three classes.

Time devoted to the teaching of core subjects varies per five day school week. Math is taught 60 minutes per day. Science is allotted approximately 20 minutes per day. English, which includes all language arts, is taught 105 minutes per day. Social Studies is allotted approximately 30 minutes per day.

The following information has been adjusted to reflect both full-time and part-time staff members. Teachers include school personnel whose primary responsibilities are listed as classroom teachers on the State Teacher Service Record File. The faculty consists of 85.0 percent White teachers, 13.1 percent Black teachers, and 1.9 percent Asian or Pacific Islanders. Of the 107 teachers in the district, 13.8 percent are male and 86.2 percent are female.

The average teaching experience in the district is 14.2 years. Teachers with a Bachelor's Degree total 62.0 percent, while 38.0 percent possess Master's Degrees. The Pupil-Teacher Ratio is 13.7 to 1. Pupil-Administration Ratio is 171.8 to 1.

The following salaries have been adjusted to reflect earnings of both full-time and part-time staff members. Effective with the 1991-1992 school year, salaries include various monetary benefits and compensation such as tax-sheltered annuities and retirement benefits. The average teacher salary is $35,951. The operating expenditure per pupil is $5,552.

The Illinois Goal Assessment Program (IGAP), used to assess academic proficiency, divides results into three levels. Level One does not meet state goals for learning. Level Two meets state goals, and Level Three exceeds state goals. For grade three reading at the targeted school, Level One includes seven percent of the students who did not meet the state goals, and Level Two consists of 55 percent of the students who met the goals. Thirty-eight percent of the students exceeded the reading goals in Level Three. In mathematics, two percent of the third grade students did not meet the goals, 66 percent of the students met the state goals, and 33 percent exceeded the goals. In writing, seven percent of the third grade students did not meet the state goals, 88 percent met the goals, and 20 percent exceeded the state goals. Scores for this targeted school district are above the State of Illinois scores at all levels in every subject area. Certain subject areas and grade levels need improvement. The areas targeted for improvement include curricular revamping of the mathematics program at all levels, technology upgrades in school libraries, introduction of calculators into the curriculum, and a "no-nonsense" discipline policy aimed at improving the learning environment for all (Sieden Prairie Elementary School District 159, 1993).

School A offers several extra-curricular opportunities for its students. Participation in a school band is available to students in grades five through eight. Other activities include a Glee Club, after-school tutoring, National Honor Society, a chess club, and a student council. There is also a varied sports program, consisting of coed cross country, volleyball, basketball, soccer, and cheerleading (Neil Armstrong Elementary School Administration, 1992).

The school facility consists of 25 classrooms, a learning resource center, a computer lab, a gymnasium, and a multi-purpose room. The campus was constructed in 1973, and it has undergone improvements and enhancements since then. Bond issues financed major building additions in 1976, 1978, and 1981. Some of the more recent innovations are technological improvements, including the cabling and wiring for networked classroom computers, which are currently being installed (J. Christ, personal communication, December 7, 1994).

School B:

The second targeted site, School B, is a suburban high school located approximately 15 miles south of Chicago's Loop. It is comprised of grades nine through twelve, with a total enrollment of 1,798 students. School B serves a socio-economically, culturally, and academically diverse student population. A significant number of students fall into academically at risk groups due to low income, high mobility, or parent education levels, and the attendance rate is slightly below the state average (Thornton Township High School District 205, State School Report Card, 1993).

The cultural diversity is seen in the racial and ethnic background reflected in the enrollment. Black students make up the majority of 80.4 percent of the population, showing a 23 percent increase during the last seven years (Thornton Township High School District 205, North Central Report, 1993), with smaller mixes of 12.6 percent White, 6.6 percent Hispanic, and 0.3 percent Asian or Pacific Islander. Of these, the number of students with limited proficiency in English is 0.3 percent (Thornton Township High School District 205, State School Report Card, 1993).

The socio-economic status of the student body is characterized by a larger than state average of 32.4 percent of low income students. However, the dropout rate for 1992-93 was 5.1 percent, which is lower than both the district's 6.4 percent and the State's 6.2 percent (Thornton Township High School District 205, State School Report Card, 1993).

School B's report card also states that the attendance figure of 91.8 percent is higher than the district's 89.9 percent, but lower than the state's 93.4 percent. The student mobility rate of 21 percent, although close to the state's 20 percent, should be considered a factor that impacts learning. The chronic truancy rate of 0.5 percent, or nine students, is below the state's 2.2 percent and the district's 3.7 percent, or 230 students (1993).

The school, considered to be part of a large high school district, has an average class size of 19.4 (Thornton Township High School District 205, State School Report Card, 1993). The students are administered to by a well educated and experienced faculty of 104 tenured teachers, including counselors, deans, department chairpersons, a school nurse, a social worker, a psychologist, and various special programs and support service staff (Thornton Township High School District 205, Final RIF List, 1994). The faculty also includes some additional nontenured staff, and is supplemented by a full-time police counselor and a contracted, independent security guard force. In addition, the building administrative staff is composed of a principal, and three assistant principals (Thornton Township High School District 205, School B Curriculum Handbook, 1994). The school's staff reflects the district's racial and ethnic background and gender averages of

86.4 percent White, 12.5 percent Black, and 0.8 percent Hispanic population, and the 48.6 percent to 51.4 percent male to female ratios. The average teaching experience of the staff is in keeping with the district average of 20.9 years, although slightly below it at 18.9 years. The 82 percent of teachers with Master's Degrees and above is slightly higher than the district's average of 77.4 percent. The district's pupil-teacher ratio of 18.5:1 and pupil-administrator ratio of 384:1, is also generally reflected in the school and is slightly high because of the increasingly limited financial resources of the district, resulting in a reduction of staff over the past years (Thornton Township High School District 205, State School Report Card, 1993, and Thornton Township High School District 205, Final RIF List, 1994).

The school facility was originally constructed in 1964. Additions and improvements have been made to the facility over the years, including the addition of several computer labs in various subject areas, innovative computer technologies included throughout the school and school systems, and new audiovisual and business machine equipment (Thornton Township High School District 205, North Central Report, 1993).

A comprehensive high school curriculum is offered by the departmentally organized school. It includes vocational programs, an alternative education program, and an extensive summer school program. There is a gifted program which includes advanced placement courses in literature, math, and sciences. The curriculum and textbook selection processes are developed on a district-wide basis and the academic courses in mathematics, science, social studies, and English are ability-leveled. Students

are assigned to levels according to eighth grade national achievement test scores and their teachers' recommendations. Students can move up or down levels through parent or teacher recommendations, as they progress along a four year graduation plan. Teachers and counselors monitor students' progress, but there is no formal mechanism for communication between teachers in different departments who work with the same average students (Thornton Township High School District 205, North Central Report, 1993).

In addition, there are special programs that focus on remediating skill deficiencies, developing study skills, and learning positive behaviors and social skills. There is also a school-wide Renaissance Program which encourages and rewards student attendance and achievement, a program for pregnant students, and a suspension alternative program. There are numerous clubs, organizations, and extracurricular activities open to the students, as well as an extensive and comprehensive athletic program (Thornton Township High School District 205, North Central Report, 1993).

The students entering the school come from different elementary districts and several private elementary schools in the area. In addition, with the increasing mobility rate, more students each year come from areas outside the township, including the Chicago Public School District. Each of the elementary districts has its own curriculum and assessment programs. The elementary districts also differ significantly in the areas of size, financial resources, ethnic characteristics of students, mobility rate, and student performance. There has been some attempt to improve the alignment of curriculum and instruction K-12 for the township schools, but for the most part students enter the high

school with very different learning experiences, depending on the districts from which they come (Thornton Township High School District 205, North Central Report, 1993).

School C:

The third targeted school is a suburban public high school comprised of grades 9 through 12. School C has a total enrollment of 1287 students. Located thirty miles south of Chicago, Illinois, it serves the ethnically diverse community of Park Forest, Illinois. The school offers a comprehensive program, including on-site special education, a vocational-technical program, and a wide variety of curricular and extracurricular activities (B. Barry, personal communication, April 14, 1994).

According to the school's state report card, the ethnic composition of School C is 54.5 percent White and 41.9 percent Black. The remaining students are 2.5 percent Hispanic, 0.7 percent Asian or Pacific Islander, and 0.4 percent Native American. The percentage of low-income students is 19, and none of these are eligible for bilingual education. School C's attendance is 94.2 percent, and the student mobility rate is 13.3 percent. Chronic truancy is relatively low, with only 0.4 percent (five students) reported absent without valid cause. The school boasts a graduation rate of 100 percent (1993).

School C's teaching staff consists of 96 full-time educators. The teachers are 55.21 percent male, and 44.79 percent female. The racial/ethnic composition of the staff is 89.58 percent White and 10.42 percent minority. The average teaching experience of the faculty is 18 years. Seventy-nine percent of the teachers have at least a Master's degree or above (B. Barry, personal communication, April 14, 1994).

The administration of School C is comprised of one campus principal, and one assistant principal. The school is divided into five divisions, and a full-time division chairperson is responsible for each of these. None of the faculty in these positions are required to teach any classes, and all of these people are certified with a "Type 75" administrative degree. Three of these division chairpersons are full-time at this campus. The remaining two are half-time positions at this school. They share their duties with one of the other high schools in the school district (B. Barry, personal communication, April 14, 1994).

The school also has four full-time counselors, as well as a full-time nurse and two full-time deans. The latter are certified as teachers, but are dedicated to discipline and attendance matters (Rich East High School Administration, 1993). In addition, the school utilizes several off-duty local police officers in its "police liaison program." These officers serve as security personnel, but they also are a resource for classroom instruction, serving as "guest lecturers" in many classrooms (B. Barry, personal communication, April 14, 1994).

School C's campus was constructed in 1953. The original building has undergone several improvements and additions since that time. Bond issues have financed major building additions in 1955, 1966, 1969, and 1992 (Rich East High School Administration, 1993). Some of the most recent innovations include the addition of four fully networked computer laboratories dedicated to classroom instruction. The school has also renovated many classrooms in the past five years, and has a major five-year "technology plan," dedicated to spending approximately 1.6 million dollars on new

equipment such as computers and video equipment (B. Barry, personal communication, April 14, 1994).

School C offers its students a full array of academic and extra-curricular opportunities. These range from special education classes and remedial reading programs to advanced placement opportunities and special opportunities for the gifted students. The school currently has a policy of "tracking" by ability levels, especially in the core areas of English, and mathematics. In English, for example, students are divided into three separate tracks at the freshman and sophomore level. Mathematics classes are similarly divided into two separate tracks. A student's placement in these separate divisions is based upon teacher recommendation and scores on standardized tests. The system does allow for a student to individually move to any different track at the beginning of any semester.

Although the school day consists of only six instructional periods, there is an additional "early bird" period which allows students the opportunity to acquire another class. There are also electives available such as drama, several art classes, several foreign language classes, instrumental and vocal music classes, and Afro-American history. The school has a few programs dedicated to improving students' self-esteem. One of these, "Project Success," is a curricular program offered through the freshman English classes. The school also has extra-curricular activities devoted to this area, such as "Operation Snowball." This program is popular in many of the area schools, and it is designed to foster an improvement in the self-esteem of students, and also attempts to prevent drug and alcohol abuse. "Operation Snowball" offers students two retreats each

school year, as well as regular weekly meetings (B. Barry, personal communication, April 14, 1994).

Description of Surrounding Community

School A:

School A is located in a village community, thirty miles from a major city. The population of the village is 10,500. The village is comprised of 74.5 percent White residents and 22.2 percent Black residents. The remaining population is 2.9 percent Hispanic, 1.9 percent Asian or Pacific Islander, and 1.5 percent of Native American, Eskimo, Aleut or other races. (United States Census Bureau, 1991). It is presumed that none of the Native American, Eskimo, Aleut or "other" races actually attend the targeted school, however, as none are listed on the State School Report Card (Sieden Prairie Elementary School District 159, 1993). The median age of the population is 31.8 years. Eighty-seven point two percent of the residents speak English in the home, while a little more than two percent speak Spanish or Spanish Creole. The majority of the remaining population speak a foreign language, such as German or Italian, although this is not inclusive of all of the residents (United States Census Bureau, 1991).

According to the Census Report, 39 percent of the population are married, with both spouses living in the household. Fifty-two percent of the population are employed. Seventy percent drive themselves to work, while 16.7 percent use public transportation. Ninety-two and one-half percent of the residents are above the poverty level and 4.4 percent are below the poverty level. In 1989 the median income was reported at $38,721.

According to the same report, the mean income was $41,028. The median value of a house was $74,500 and the median gross rent was $533. In recent years the makeup of the area has shifted from white collar residents toward more blue collar workers in the immediate surrounding area (Neil Armstrong Elementary School Administration, 1994).

The educational attainment of the community shows that 30 percent are high school graduates; 25 percent have had some college, but did not receive a degree; 14 percent have their bachelor's degree; 6.9 percent have an associate degree; and 6.7 percent have a graduate or professional degree (United States Census Bureau, 1991).

The community is split between two separate elementary school districts and one high school district. There are four kindergarten through eighth grade schools within the targeted school's district. The other three schools are located in a nearby village (Neil Armstrong Elementary School Administration, 1992). The racial and ethnic makeup of the four schools should be noted. The targeted school has a different racial makeup than the district as a whole. According to the school's state report card, 82.6 percent of the school population is White, while 48.5 percent of the district is made up of White students. Black students make up only 12 percent of the targeted school's students, yet 47.5 percent of the district's students are Black. Students of Hispanic and Asian or Pacific Islander backgrounds make up 4.0 percent of the district's students. It should also be noted that the targeted school has over one third of the district's students (Sieden Prairie Elementary School District 159, 1993).

The central administration is headed by a superintendent of schools, whose main duties include general administration, personnel, planning, and maintaining the buildings

and grounds. The superintendent has one assistant superintendent who is in charge of curriculum, pupil support services, federal and state chapter programs, and transportation. The district office also employs a director of business services; a bookkeeper; a computer coordinator; an athletic activity coordinator; two district psychologists; three social workers; and three secretaries. One secretary assists the superintendent, another assists the psychologists, and a third handles district office business. Each principal is responsible for one school, but also assists in district duties. There are two assistant principals who divide their time to assist at two different schools (Neil Armstrong Elementary School Administration, 1992).

Community financial support of the schools was apparent when a school referendum was passed in 1993. This referendum permitted the school to invest in the purchase of computers and software to aid in the instruction of students. As a result, the school is in the process of installing computers in each classroom. Additionally, a few computers were purchased for student use in the school's library.

School B:

School B is part of a larger district, organized in 1898 and located in Thornton and Calumet Townships, encompassing approximately 35 square miles, and serving 16 communities. The population of the school's district is currently estimated to be 138,580. The district maintains three high schools on separate sites, opened in 1898, 1964, and 1972, all serving grades nine through twelve. A seven member Board of Education, elected at large for overlapping terms, is the governing body of the district. Day-to-day operations are administered by the Superintendent, four District Administration Directors, and all building administrative staff. Annual budgets are prepared by the administration and are subject to board approval (Thornton Township High School District 205, North Central Report, 1993).

The target school significantly serves all or part of six of the 16 communities. The first of these is Calumet City with a population of 37,840, a median home value of $64,300, and a median family income of $35,427. The education level in the community is 73 percent high school graduates and 10.4 percent college graduates. The second community is Dolton with a population of 23,930, a median home value of $65,100, and a median family income of $39,916. The education level of the community is 78.6 percent high school graduates and 12.6 percent college graduates. The third community is Harvey with a population of 26,771, a median home value of $49,900, and a median family income of $26,531. The education level of the community is 66.7 percent high school graduates and 8.0 percent college graduates. The fourth community is Markham with a population of 13,136, a median home value of $52,300, and a median family

income of $32,315. The education level of the community is 70.8 percent high school graduates and 8.8 percent college graduates. The entire community of Phoenix is served. It has a population of 2,217, a median home value of $42,800, and a median family income of $25,551. The education level reflected here is 65.8 percent high school graduates and 5.0 percent college graduates. South Holland is the sixth community served by the district. It has a population of 22,105, a median home value of $90,600, and a median family income of $49,200. The education level of the community is 80.8 percent high school graduates and 21 percent college graduates (Upclose Publishing Company, 1992).

The district's tax base is composed of a mix of residential, commercial, and industrial properties. Major district taxpayers include a diversified group of companies such as Acme Steel, Material Service Corporation, Illinois Bell, Commonwealth Edison, Venture Stores, Allied Tube and Conduit (a subsidiary of Grinnel Corporation), and Ball-Icon Glass Packaging Corporation (Thornton Township High School District 205, North Central Report, 1993).

Major district area employers include Ingalls Memorial Hospital, Allied Tube and Conduit, Acme Steel, South Suburban Hospital, Ball-Icon Glass Packaging, Richard D. Irwin, and St. Francis Hospital. Many businesses and industries formerly located in the district have closed and the unemployment in several of the communities is at or above the state average (Thornton Township High School District 205, North Central Report, 1993). The 1990 Census shows the unemployment rate for the six communities to be: Calumet City at 7.7 percent, Dolton at 6.8 percent, Harvey at 17.4 percent, Markham at

13.5 percent, Phoenix at 15.6 percent, and South Holland at 3.9 percent (Upclose Publishing Company, 1992). This helps to account for the low income enrollment of the high school, which has been consistently high for the last six years. Since socio-economic status has been shown to have a direct correlation with student achievement, the students in this low income group can be considered "at risk" academically (Thornton Township High School District 205, North Central Report, 1993).

School C:

School C is located in the village of Park Forest, Illinois. Park Forest is a suburban planned community with a population of 24,656. The median age of residents is 32.5. The percentage of residents under 18 years of age is 27.2, and 10.6 percent of the population is over 65 (United States Census Bureau, 1991).

According to the census information, the housing in Park Forest consists mostly of single family units. Single-family homes range in price from less than $15,000 to more than $500,000; however, the total number of units valued at more than $150,000 is only 32 (less than one percent). The average cost of a single-family home in Park Forest is $54,614, while the median cost of such a unit is $58,800. Eighty-four percent of all units are single-family units, and fifteen percent are multi-family units. The number of rental units is 2,767, or 30.3 percent of the total occupied housing units. The median contract rent was $397 per month.

The total number of households in Park Forest is 9,119. The total number of residents living in a household is 24,137. Thus, the average number of persons per

household is 2.65. Of the total, 54.97 percent are listed as "married couple" households. The percentage of households with either a male-only or a female-only head of household is 18.31. The total number of families is 6,683, resulting in an average number of 3.14 persons per family.

United States Census data reports that the racial make-up of the village is 73.0 percent White and 24.6 percent Black. The remaining racial or ethnic groups make up less than 2.5 percent of the population. The racial make-up of the city has not changed all that much in recent years, and the village is proud of its early efforts to embrace integration during the 1960s and 1970s.

The median family income of Park Forest residents is $41,144, while the median household income is $36,995. The per capita income is $14,756. A total of 205 families reported incomes of less than $10,000, and 112 families reported incomes of less than $5,000. Similarly, 683 households reported an income of less than $10,000, while 219 households reported this figure at less than $5,000.

Of all residents 18 or over, 13.66 percent have not achieved a high school diploma (or its equivalent). The number of residents with a high school diploma is 27.85 percent. The percentage of the residents who report completing at least some college course work was 28.01 percent, while 7.04 percent possess an Associate degree. The percentage of residents who have a Bachelor's degree is 15.53, while 7.91 percent have achieved either a Master's or a Professional degree (United States Census Bureau, 1991).

The Village of Park Forest is served by three public school districts. Two of these, District 162 and District 163, are elementary districts for students from grades

kindergarten through eight. The third, high school District 227, includes School C as one of its three medium-sized high schools (Village of Park Forest, 1992).

Although School C is located within the boundaries of Park Forest, and serves only residents of Park Forest, the school's district offices are located in the neighboring village of Olympia Fields. Rich Township High School District 227 is made up of three high schools, all of which are relatively equal in size. The district administration consists of one superintendent, one assistant superintendent, and one controller (whose duties are financial in nature). Their offices are located on the campus of Rich Central High School. Besides Park Forest, the district serves the neighboring towns of Richton Park, Matteson, Olympia Fields, Country Club Hills, a small section of Chicago Heights, and a few adjoining rural areas in south Cook County (Rich East High School Administration, 1993).

Regional and National Context of Problem

The lack of interest in reading among students has been documented numerous times, both in "hard" research and in anecdotal records. Several researchers claim that this reluctance to read is a fairly recent trend. J. Trelease, for example, writes of a general decline in the number of books read by children which he maintains has occurred since the late 1960s. He calls this decrease "dramatic," and has noted its existence in public and private schools, whether they are urban or suburban (1989). As one secondary teacher reports, "one of the biggest shocks I experienced as a new English teacher was the antagonism toward reading which many of my students displayed" (Ecroyd, 1991, p. 76). Even at the elementary level, this apparent reluctance to read has been noted. One author claims that a negative attitude toward reading begins sometime around the fourth grade, and notes that after this age, "boys, especially, don't like to be seen even carrying a book" (Wells, 1993, p. 307). As of 1980, nearly 70 percent of the 233,000 sixth graders polled by the California Department of Education reported that they rarely read for pleasure (California Dept. of Education, as cited by Trelease, 1989).

The reader may assume that, at least, if students are not reading on their own, they are being required to read at school. However, it may surprise the reader to note exactly how little time students spend on reading in the classroom, even at the elementary levels. John Goodlad (1984), pointed this out, as follows:

> The state of reading we observed in the classrooms seemed quite dismal. Exclusive of the common practice of students taking turns orally from a common text, reading occupied about six percent of class time at the elementary level and

then dropped off to three percent and two percent for junior and senior highs, respectively. (pp. 106-107)

Thus, it seems that young people are not reading. Regardless of the reason, they are not picking up books (or any other type of reading material) in their homes. They are also not devoting a great deal of time to the reading process during the school day. Even high school honors students, it has been noted, often avoid reading whenever possible. "If they must read to satisfy a teacher's requirements, [they] will read, but with little purpose other than to 'get through the assignment.' " (Vacca and Padak, as quoted in Ecroyd, 1991, p. 77).

Whenever it begins, this lack of reading as a regular practice apparently continues even into adulthood. According to a study cited by Trelease (1989) the percentage of adults who fail to read even one book in an entire year is 44. As Trelease points out:

> Simply put, American children and young adults (who will be tomorrow's parents, teachers, electorate, and consumers) do minimal reading. They don't know very much about yesterday and today unless they've seen it on television. This is *not* called illiteracy (an inability to read on a fourth-grade level); it is called *ignorance* (an unawareness of knowledge) and it is shown throughout the culture. (p. 7)

Extensive surveys conducted by John Robinson, a sociology professor from Maryland, indicate that the average adult American reads just 24 minutes a day. This represents a decline of 25 percent since 1965 (Robinson, as cited by Sherman, 1991). Not all researchers agree, however. Fowles (1993), for example, points out that book sales in

this country actually showed a 47 percent increase from 1975 to 1988. He cites library circulation statistics to show an increase in adult reading. However, he admits that his data are contradicted by Robinson's surveys, which used time-budget data. Robinson documented a drop in several types of reading. In one major area, that of reading newspapers, his results indicate a drop from 2.5 hours spent per week in 1965 to only one hour spent per week in 1985 (Robinson, as cited by Fowles, 1993).

The need for Americans to read is obvious, but this need may be growing in importance. According to a report by Sanders (1993), an increasing number of careers in this country require the ability to summarize facts derived from reading materials. Many jobs today are dependent upon the worker interrelating ideas or making generalizations from written instructions. This is more true today than in the past. "Such abilities call for literacy beyond the basic level," he claims (Sanders, 1993, p. 110).

Students' attitudes toward reading determine not only how many books they read, according to some researchers, but also may determine how they feel about learning in general, or even how they feel about themselves as persons. There are those who have the intellectual potential to read, but do not achieve in reading. These students actively resist reading activities (Eiland, 1986).

Thus, it appears that the problem of decreased reading does indeed exist. The challenge for educators in the 1990s is two-fold: find out why this occurs, and find out how to change it.

Chapter 2

PROBLEM EVIDENCE AND PROBABLE CAUSE

Problem Evidence

School A:

The researchers at School A used three separate indicators to document the existence of a reluctance to read. These indicators were a survey, a series of interviews, and the results of an ongoing extracurricular reading program.

A survey instrument was devised and administered to all of the students in three elementary classrooms. This was done during the first few weeks of the 1994-95 school year. The survey (Appendix A) was confidential and consisted of 12 questions. The questions sought information on the types and amounts of reading material in the respondents' home environments, as well as students' feelings and attitudes toward reading. Students were also asked whether they read to others at home, and how they would feel about receiving a book as a gift. The majority of the questions were either of the "yes or no" format, or based on a modified "Likert scale." One question allowed students to rank choices. The results of all three classes were compiled by the researchers. The data in Table 1, below, represent the survey questions concerning students' overall attitudes toward reading, as well as their motivation to read:

Table 1
Survey – Reading Attitudes, School A
(2nd & 3rd Grade Students).

Would like to receive book as gift:	Yes: 46	No: 9			
Students who find books in library:	Yes: 50	No: 3			
Students who like to read:	Yes: 46	No: 8			
Favorite activity (first choice):	TV/Vid Gm: 14	Play Outside: 22	Read: 16		
Like to orally read in class:	Always: 10	Sometimes: 28	Never: 16		
Attitude toward reading:	Do not like: 4	Dislike silent: 7	Like to listen: 24	Like oral rdg: 40	
Attitude toward reading:	Love: 18	Like: 16	Neutral: 12	Dislike: 1	Hate: 6
Students who are read to:	Always: 7	Usually: 4	Sometimes: 11	Once a wk: 18	Never: 14
Students who read to someone:	Always: 5	Usually: 3	Sometimes: 24	Once a wk: 10	Never: 12

The above results indicate that the students at the targeted school lack the motivation to read. The survey shows that 19 of the 54 students have a neutral or poor attitude toward reading. The results also demonstrate that 12 of the 54 students never read to someone, and 14 students are never read to by someone else.

Only 10 of the 54 students report that they "always" like to read orally in class. Almost one-third of these students (29.63 percent) indicated that they never like to read orally in class.

When questioned about three different activities, it was found that the first preference of 22 students was playing outside, while only 16 students chose a first

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preference of reading. Fourteen of these students chose either watching television or playing video games as their favorite activity.

Surprisingly, over 90 percent of all students surveyed at School A indicated that they like to find books in the library. Almost as many students reported that they would like to receive a book as a gift (85.19 percent), and that they like to read (85.19 percent). While these numbers are encouraging, it is also noteworthy that fully 12.96 percent of the students (a total of seven subjects), claim that they either "dislike" or "hate" reading.

In addition to the surveys, interviews were held with all of the students in each researcher's respective classroom. Again, this was done early in the school year. In every case, the teacher/researcher had little if any prior knowledge of the students' ability levels, interests, or attitudes.

Twelve questions were asked (a copy of the questions is provided in Appendix B). The questions were similar in nature to the questions on the survey, but they were more probing and they allowed the student to elaborate on his or her answers. The sixth question asked students to "tell" about their favorite book. Two of the questions dealt with possible distractions in the home environment — the television and video games. The results of the interview questions from all three classes were combined. The answers which dealt with students' attitudes toward reading are presented in Table 2.

Table 2
Interviews – Reading Attitudes, School A
(2nd & 3rd Grade Students).

No. who told about a favorite book:	Yes: 43	No: 10			
Students who have a favorite author:	Yes: 17	No: 36			
Students enjoy reading silently:	Always: 18	Sometimes: 33	Never: 2		
Students enjoy reading orally in class:	Always: 6	Sometimes: 37	Never: 9		
No. of friends who enjoy reading:	All: 10	Most: 14	Some: 26	None: 2	
Types of reading friends enjoy:	Magazines: 14	Picture Bks 25	Chapter Bks. 36	Newspapers 7	None: 2
Feelings, receiving book as gift:	Love it: 19	Like it: 29	Not care: 4	Not like: 0	Hate it: 1

The results above indicate that the interviews seem to show a more positive attitude toward the reading process than the earlier surveys. It is possible, of course, that the students may have wanted to please the teacher/interviewer. When asked if they liked to read orally in class, only nine said that they would prefer to "never" read aloud in this setting. Thirty-seven of the 52 students interviewed indicated that, depending upon the reading material, they "sometimes" enjoy reading orally in class, while only six responded that they "always" wanted to read aloud in class.

When questioned about their favorite authors, 36 out of 53 students who responded reported that they did not have a favorite author. After talking further with these students, it became apparent that many of them actually did enjoy certain authors more than others. A large number of these students simply failed to understand the connection between an author and his or her own works. This is apparently due to the

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level of comprehension many of these students possess at the primary levels. Thus, it is possible that the results to this particular question may have no significance whatsoever.

Students were also asked about their friends' attitudes toward reading, and only two of the students reported that none of their friends enjoyed reading. While half of the targeted students indicated that "some" of their friends enjoyed reading, ten of these children (19.2 percent) indicated that all of their friends enjoyed reading. Two students said that "none" of their friends read for enjoyment. One of the interviewer/researchers noted that the children who responded their friends "liked" to read were not always the students who seemed to be avid readers themselves. This would seem to indicate that, while not all of the students can claim friends who enjoy reading, the majority can.

When asked about their friends' reading material, the most commonly mentioned types of books mentioned by these elementary students were "chapter books." Picture books, magazines, and then newspapers followed (respectively) in descending order as other types of reading material read by these students' friends. It appeared to all three interviewers that the students at these levels thought newspapers only had material which "adults" would find interesting.

The results also seem to indicate that students' attitudes toward reading books silently and receiving books as gifts had a positive relationship. Forty-eight of 54 students interviewed said that they would either "like" or "love" receiving a book as a gift. Similarly, 51 out of the 54 students reported that they enjoy reading silently "sometimes" or "always." This seems to demonstrate positive reading attitudes, and it

shows that, at the early elementary levels, the majority of the targeted students do read and seem to enjoy it.

Overall, the results of the interviews conducted at School A demonstrate a more positive attitude toward reading than the surveys which were conducted. This may be due to the more intimate, "one-on-one" nature of the interviews, but this cannot be determined for certain. Even so, the fact that nine students "hate" to read aloud, and two students "hate" to read silently demonstrates that some students, at least, have already developed a negative attitude toward reading.

The third indicator at School A, the result from the extracurricular reading program, was necessarily derived from previous classes. This is because results for this program are not tallied until the end of the third quarter. School A participates in an outside reading program, called "Book It" which is sponsored by the Pizza Hut Corporation. This is an incentive program to motivate the students to read for pleasure outside of class. The students are encouraged to choose their own books, and to keep a monthly record of their reading selections. The record is then signed by parents and submitted to the teacher for the student's monthly award. If an individual student meets his or her own goal, then the child receives a free pizza. If all students in the class meet the goal for that year, then a class pizza party is held. It should be noted that this is an extrinsic motivator. This program has been in effect at the researchers' school for approximately five years. In previous years, the younger students had earned a class pizza party (the entire class had to reach the predetermined reading goal for four out of five months). The results in the three different classrooms which have been targeted for

this study during the previous year had been disappointing. In one second-grade class, as well as two third grade classes, the students failed to finish enough reading in order to qualify for a class pizza party in 1993-94. Although this is merely historical evidence, it may be indicative of an ongoing problem, at least in this setting.

These results indicate that a considerable number of second and third grade students are not motivated to read outside of the school setting. It was decided to investigate the degree to which this problem might exist at the other grade levels at the same site. A survey (Appendix C) was created and administered to the kindergarten through sixth grade teachers from School A who were not involved in this study. This survey asked teachers to assess their own classes' experience with the "Book It" program during the previous school year. The Book-It Reading Program is sponsored by Pizza Hut for students from kindergarten through the sixth grade. It was set up to encourage students to read on their own outside of regular homework. Each class sets a goal for each child to reach each month. If all of the students in any one classroom completed an individual goal for four out of five months, then the entire class received a pizza party. Nineteen teachers were surveyed as to whether their class from the 1993-1994 school year earned a Pizza Hut Pizza Party. The results indicated that only two primary classes earned the party. This indicates a lack of motivation even when given a strong incentive to read.

School A's targeted students are not doing a lot of reading for recreation outside the classroom setting, based upon the sample evidence. In addition, the teacher survey might be an indication that this problem is not limited to the second and third grades

alone, although this cannot be ascertained for certain from such limited data. It was decided to investigate the degree to which this problem may or may not exist at the secondary level.

Schools B and C:

The researchers at Schools B and C used three separate indicators to document the existence of a reluctance to read. These indicators included (1) a survey, (2) a series of interviews, and (3) scores from reading assignments (School B) and an ongoing outside reading program (School C).

A survey instrument was devised and administered to all of the subject students at both School B and School C. The survey (Appendix D), was administered to students in one junior honors English class at School B. At school C, the same survey was given to students in one sophomore honors English class. The questions on this survey were designed to be similar to the survey which was administered at School A, although the specific wording of the questions was changed so they would be more age-appropriate. Questions were devised to assess how many students have reading material in their homes, and how much reading had been done in the previous twelve months. One question asked about students' tendency to complete homework reading assignments, and another asked about students' overall attitude toward the reading process. In addition, some of the questions (the final two) asked students to assess the hours they spend watching television, playing video games, or listening to music. This survey was administered during the first two weeks of the 1994-95 school year. The survey was confidential and consisted of 12 questions.

The answers to the survey questions which dealt with students' reading attitudes were compiled and the results from School B are summarized in Table 3, below:

Table 3
Survey – Reading Attitudes, School B
(11th Grade Honors Students)

Student reads a newspaper:	Often: 8	Some: 15	Never: 1		
Student reads a magazine:	Often: 18	Some: 6	Never: 0		
Complete homework reading:	Often: 12	Some: 12	Never: 0		
Number of books read, for a class:	Class Total: 207	Indiv. Low: 5	Indiv. High: 12	Cls. Avg. 8.63	
Number of books read, for pleasure:	Class Total: 142	Indiv. Low: 0	Indiv. High: 25	Cls. Avg. 5.92	
Number of books read, Total:	Class Total: 349	Indiv. Low: 5	Indiv. High: 25	Cls. Avg. 14.54	
Attitude toward reading:	Love: 8	Like: 9	Neutral: 3	Dislike: 3	Hate: 1

The survey results above indicate that, although 70.8 percent, or 17 of the 24 students, profess a positive attitude towards reading, 29 percent, or 7 of the 24 students, have a neutral or negative attitude toward reading. These results seem surprising for an honors class, especially the finding that three students, or 12.5 percent, admitted to disliking reading, while one even claimed to hate reading.

These varying attitudes about reading appear to be reflected in the variations in the amounts of assigned and independent reading completed. It seems that many honors students are not fulfilling even the required minimum amount of assigned school readings. Fully 50 percent of the students admit that they only sometimes complete

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homework reading assignments, and although there are usually twelve books assigned in a year in the curriculum, (one for about every three weeks), one student read only five books. The class reading average was only 8.63 books each, which is only about two thirds of what is required. When it comes to the independent reading of books, although one student claimed to have read 25, there are those who reported that they read none. Several students reported that they had only read a few books, making the class average, at best, 5.92 books per person. It should be noted, however, that the few who had read many books have raised this average for those who read few or none.

The presence (or absence) of magazines and newspapers fared unevenly, with magazines appearing to be the "front runner" in popularity. Clearly a larger preference exists for reading magazines than books or newspapers, as 75 percent, or 18 of 24 students, report reading them "often," and the other 25 percent report reading them "sometimes." When compared with newspapers, only 33.3 percent claimed to read them "often," while a larger 62.5 percent reported reading them only "sometimes," and one student admitted to never reading a newspaper.

All of the information gathered in these surveys was based upon one year's worth of past reading experience, and that it was gathered from honors students (who might be expected to reflect higher positives in their responses than the general student population). Thus, these results may show a cause for concern. These numbers may well show a disturbing trend, not only for the honors students, but for the rest of the student body as well.

The results of the same survey questions from the students at School C were also compiled and they are summarized in Table 4, as follows:

Table 4
Survey – Reading Attitudes, School C
(10th Grade Honors Students)

Student reads a newspaper:	Often:	Some:	Never:		
	10	13	5		
Student reads a magazine:	Often:	Some:	Never:		
	16	11	0		
Complete homework reading:	Often:	Some:	Never:		
	14	14	0		
Number of books read, for a class:	Class Total:	Indiv. Low:	Indiv. High:	Cls. Avg.	
	126	1	25	4.5	
Number of books read, for pleasure:	Class Total:	Indiv. Low:	Indiv. High:	Cls. Avg.	
	156	0	40	5.57	
Number of books read, Total:	Class Total:	Indiv. Low:	Indiv. High:	Cls. Avg.	
	276	1	50	9.85	
Attitude toward reading:	Love:	Like:	Neutral:	Dislike:	Hate:
	5	8	8	3	4

Overall, the results in Table 4 indicate that the targeted students at School C read, but only when the material is either assigned reading for a class, or magazines. Only about 18 percent of the sophomore honors students at School C report they "love" reading. More than 20 percent expressed a negative attitude toward the reading process, while almost 30 percent were "neutral" toward it. The vast majority of these students indicated that they read magazines (one student failed to respond to this question), and about half answered that they read them "often." Newspapers are apparently not as popular a choice with the subject students, as only 35 percent reported that they read them

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"often." More than 17 percent of the surveyed students indicated that they "never" read newspapers at all.

Homework reading fared better than the reading of newspapers. Exactly one-half of the students claim they "often" complete assigned readings for homework, while the remaining half indicate that they "sometimes" complete this reading. Three questions focused on the total number of books read by students during the previous 12-month period. The total number of books read by the average honors sophomore at School C appears to be between nine and ten. One student (apparently an exceptionally voracious reader), may have skewed this score a bit. The "individual high number" of books reported by this student was 50. This same student also claimed to have read 40 books for pleasure. The next highest total for the number of books read in the past 12 months was 20. Thus, the averages for the three questions related to the total number of books read may be artificially high. Even so, the overall class averages related to these three questions are disappointing. These honors students, generally, complete reading which is mandatory, but do not seem to engage in a lot of "un-required reading." Additionally, the number of students who profess either a neutral or negative attitude toward the reading process is disturbing.

In addition to the surveys, interviews were held with all of the students from the same class. These interviews were conducted very early in the 1994-95 school year. The students interviewed had already taken the reading survey, discussed above. In each case, the teacher/researcher interviewed the students with almost no advance knowledge as to their ability levels, interests, or attitudes. The interviews were conducted either during

class or after the regular school day, during an optional "tutorial period" in which students are encouraged to visit a teacher for outside help. All students were interviewed by their classroom teacher, an English instructor. Twelve questions were asked of each student (a copy of the questions is provided in Appendix E). The questions were similar in nature to the questions on the survey, but they were more detailed in subject matter. The first six interview questions sought information about the types and amount of reading material in the respondents' home environments. The final six asked about students' feelings and attitudes toward reading. Except for the final one, all of the questions were either of the "yes or no" format, or based on a modified "Likert scale." The last question allowed students to choose their own words in order to describe their overall feelings about reading. The results of the interviews were transcribed numerically and the answers which dealt with the reading attitudes of students from School B are summarized below (Table 5):

Table 5
Interviews – Reading Attitudes, School B
(11th Grade Honors Students)

Students who report friends enjoy reading:	Yes: 10	No: 14			
Students comfortable, reading silently:	Yes: 22	No: 2			
Students comfortable, reading aloud:	Yes: 11	No: 13			
Feelings about reading:	Positive: 11	Neutral: 6	Negative: 8		
Feelings, on receiving a book as a gift:	Love it: 7	Like it: 11	Not care: 5	Not like: 1	Hate it: 0

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The above data suggest that students are more ambivalent about their reading attitudes than the earlier survey results discussed in Table 3 seemed to indicate. On the earlier survey, 70.8 percent reported being favorable to reading, but in the interviews, when detailed explanations about reading were given and the students could be more specific in describing their feelings about reading, more students revealed concurrently held likes and dislikes about different aspects of reading. Previously only 29 percent had been neutral or negative. The interviews yielded a higher percentage of students' ambivalence (a total of 58.3 percent revealed their neutral or negative feelings about the reading process). Earlier, in the surveys, 16.5 percent of that 29 percent was specifically negative. These interview results indicate a much larger percentage "dislike" reading (33.3 percent, or eight of the 24). The interview answers indicate that the completely positive responses were quite small (only 45 percent, or 11 of 24 students), which is far less than the survey results (70.8 percent, or 17 of 24, as reported in Table 3).

The most common reasons given in the negative responses were that students did not want to read books if they were "boring," or if the book did not get their interest "right away." Included in this "boring" category appear to be "novels and other readings required in school." This information should not be surprising, as the excuse "it's boring" is mentioned by Patricia Martin in her article "Reader/Leaders: Exploring the Why," (1991, p. 50), as one of the two standard reasons that readers do not read.

It is also seen that, although students may have earlier shown more positive responses, they seem to hold the view by a majority of 14 to 10, or 58.3 percent, that their

friends do not enjoy reading. This perception that it may "not be cool" to read among their peers, may have influenced their attitudes to be more negative in describing their own feelings, since the peer question was not included on the earlier survey.

Their ambivalence may also be seen in the difference in their comfort levels between reading silently and orally. A clear majority of 22 to two, or 91.6 percent of the students, feel comfortable reading silently, but only a minority of 11 to 13, or 45.8 percent, feel comfortable reading aloud. It is to be noted that it seems troublesome that even two of the 24 students (8.3 percent) in an honors class report that they are uncomfortable when reading silently, and a majority of 54.1 percent are uncomfortable reading aloud.

Further ambivalence is seen in their feelings about receiving a book as a gift. Although 58.3 percent are neutral or negative about reading in the interviews, 74.9 percent, or 15 of 24, feel positively about a book being given to them. There are still five students, or 24.8 percent, who remain neutral, and only one student who feels mildly negative about this circumstance. It may be that, here again, the books that may be given as gifts may be more likely to be considered as members of the "not boring" group and so looked upon more favorably by the students.

The same interview questions were asked of subject students at School C. The circumstances of the interviews were the same as those at School B. The results of the interview questions which concerned students' reading attitudes are summarized in Table 6, as follows:

Table 6
Interviews – Reading Attitudes, School C
(10th Grade Honors Students).

Students who report friends enjoy reading:	Yes: 19	No: 9			
Students comfortable, reading silently:	Yes: 22	No: 6			
Students comfortable, reading aloud:	Yes: 11	No: 17			
Feelings about reading:	Positive: 11	Neutral: 9	Negative: 8		
Feelings, on receiving a book as a gift:	Love it: 2	Like it: 12	Not care: 8	Not like: 3	Hate it: 3

The data in Table 6 indicates that the targeted students at School C are not especially positive toward the reading process, as a whole. Fully 60 percent of these honors students are either "neutral" or "negative" toward reading, overall. Perhaps it is noteworthy that almost one-third of these students do not believe that any of their friends enjoy reading at all. This would seem to be indicative of the claims of a "negative peer pressure" toward the image of reading which was mentioned in the literature on this subject (see Chapter One, page 19; Ecroyd, 1991; Wells, 1993). Almost 80 percent of these students reported that they are comfortable when reading silently, but fewer than 40 percent claimed that they feel the same way about oral reading. It is, of course, possible that this may be due to possible anxieties about the perception toward a public performance. It is also possible that this is at least partially due to the same peer pressure mentioned above. Whatever the cause, the number of students who apparently dislike

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reading aloud appears to be quite large. Students also are not particularly enthusiastic toward the idea of receiving a book as a gift, on the whole. Only two students (seven percent) decided that they would "love" this idea. Fifty percent of the students were either neutral or completely negative toward such a gift. The targeted students at School C, overall, do not seem to have a positive attitude toward reading.

Test scores were also used as indicators of a lack of independent reading at School B. These scores were the results from classroom quizzes and tests over reading assignments, necessarily derived from a previous class of the same type and level. This is because these scores were taken to be used as samples from work scattered over both the first and second quarter materials for the first semester. These scores were not yet available for the current subject group at the beginning of the first quarter. Although these scores represent historical evidence from the previous 1993-94 year, they may be indicative of an ongoing problem that exists in this setting. They may also serve later as a possible means of comparison to scores obtained from identical quizzes and tests given to the current class of subject students which will be exposed to the proposed intervention applied to the same curriculum reading requirements.

The first group of scores represents three quiz scores that were given over daily textbook reading homework assignments from the 11th grade literature anthology book. The first score reflects a combination quiz given over the first three selections from Unit One. The second score is for a quiz given over the fourth selection in Unit One. The third score reflects, again, a combination quiz over the fifth, sixth, and ninth selections from the first unit in the textbook. These quizzes were a combination of multiple choice and

true/false questions. The quizzes were sometimes taken individually, but more often in cooperative groups of three. The answers, however, were always recorded on individual "Scantron" forms, so that even after possible discussion, students could base their individual answers on their prior reading information, as well as their discussions. The results of these quiz scores are presented in Table 7, as follows:

Table 7
Quiz Scores at School B
(1993-94 school year).

	Quiz 1	Quiz 2	Quiz 3
[redacted] 1	80	80	71
[redacted] 2	90	93	65
[redacted] 3	87	93	65
[redacted] 4	73	80	79
[redacted] 5	90	100	79
[redacted] 6	87	73	79
[redacted] 7	80	87	79
[redacted] 8	90	100	76
[redacted] 9	90	100	76
[redacted] 10	93	80	71
[redacted] 11	77	67	59

	Quiz 1	Quiz 2	Quiz 3
[redacted] 12	93	87	79
[redacted] 13	90	87	79
[redacted] 14	77	80	71
[redacted] 15	90	80	76
[redacted] 16	63	53	76
[redacted] 17	90	93	82
[redacted] 18	83	67	79
[redacted] 19	83	80	76
[redacted] 20	83	53	79
[redacted] 21	83	80	76
[redacted] 22	90	60	76

Quiz 1	Quiz 2	Quiz 3
Cl. Avge: 86	Cl. Avge: 81	Cl. Avge: 75

In evaluating these quiz scores, the numerical average was converted to a letter grade, according to the grading scale practiced at school B. A quiz score of between 93 percent and 100 percent was automatically assigned the letter grade "A." An average of between 86 percent and 92 percent was equivalent to a letter grade of "B." An average of between 78 percent and 85 percent resulted in the letter grade "C." If the average falls between 70 percent and 77 percent, it was assigned the letter grade "D." Finally, any average below 70 percent was deemed to be "failing," and assigned the letter grade of

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"F." The quiz score results above seem to indicate a steady decline in class averages from a grade of "B-" to a grade of "D" over the continuing textbook reading assignments. The total of eight "A" grades is outnumbered by the total of nine grades of "F". On the first quiz, about 45 percent were at least in the "A" to "B" range, while on the last quiz, there were no "A" or "B" grades at all, and the number of failing grades and "D" grades were over 50 percent. On the second quiz about 22 percent of the class received a failing grade. In interpreting this quiz data, it is to be noted that some scores may have been affected by students being able to discuss the questions and answers in a group together. If true, the researchers believe that this may have caused some scores to be higher than they otherwise might have been. Because students were allowed to answer in groups, this may have allowed some students to demonstrate higher levels of reading preparation than what may have been the reality, as they may have put down answers based on the knowledge of what other students had read. Considering that these students often had a chance to consult, these results seem to show the "blind leading the blind" in some cases, where it appears that many in the group demonstrated little reading knowledge on the quizzes.

The second pair of scores represent two unit tests that were given over the textbook reading materials at the conclusion of each of the units. These true/false and multiple choice scores represent only the objective part of the unit tests that were recorded on Scantron forms, where score measurements could be done more easily. These unit tests were administered solely on an individual basis with no cooperative

discussion at all at the time that the test was being taken. The results of these unit test scores are presented in Table 8, as follows:

Table 8
Unit Test Scores at School B
(1993-94 school year).

	Unit I Test	Unit II Test
[redacted] 1	85	96
[redacted] 2	83	84
[redacted] 3	73	76
[redacted] 4	65	70
[redacted] 5	85	86
[redacted] 6	59	38
[redacted] 7	74	82
[redacted] 8	77	80
[redacted] 9	94	92
[redacted] 10	66	72
[redacted] 11	60	70

	Unit I Test	Unit II Test
[redacted] 12	77	90
[redacted] 13	78	86
[redacted] 14	70	80
[redacted] 15	89	84
[redacted] 16	69	50
[redacted] 17	90	90
[redacted] 18	77	48
[redacted] 19	69	56
[redacted] 20	58	26
[redacted] 21	63	62
[redacted] 22	62	74

Unit I	
Cl. Avge.	74

Unit II Test	
Cl. Avge.	72

The data results from the unit test in Table 8 seem to show an even bleaker picture of reading knowledge. These tests were administered on a strictly individual basis. In evaluating these unit test scores, the numerical average is converted to a letter grade, according to the same grading scale used for the quiz scores earlier at school B. Here the class averages go from only a grade of "D" on the first unit test to a grade of "D-" on the second unit test, dropping again. There is only a total of two "A" grades, but there are fifteen "F" grades, representing 68 percent of the class on the two tests. In interpreting this data, it should be noted that there was also an individual essay written by each student as another part of the test, but this grade has been omitted as being too subjective, as being more heavily based on classroom presented materials and less dependent on the

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students' reading knowledge from the textbook. Thus, on an individual basis on the objective part of the tests, 68 percent of the class was in the "D" to "F" range on the first unit test and 50 percent was in the "D" to "F" range on the second unit test. The much lower .09 percent of "A" and "B" grades on the first test and 18 percent on the second test show a disturbing lack of reading preparation and reading material reviewed, especially considering that these scores are from an honors level class.

The third group of scores represents three tests that were given over long term reading assignments in addition to the textbook. These additional assignments include a novel, a play, and a book of short stories. These long term additional reading assignments were based on the department standard of requiring one additional reading, beyond the textbook use, every three weeks. These additional reading titles are prescribed in the curriculum. The three reading selections that were used for representative test scores were *The Scarlet Letter*, *The Crucible*, and *The Fall of the House of Usher and Other Tales*. As in the case of the unit tests, only the true/false and multiple choice parts of the tests, recorded on Scantron forms, are being reported, as they are thought to be more objective. These tests were also administered to all students on an individual basis with no group discussion permitted at the time of the test. The results of these long term reading assignment tests are presented in Table 9, as follows:

Table 9
Additional Required Reading Scores at School B
(1993-94 school year).

	Test Scarlet	Test Crucible	Test Poe
[redacted] 1	87	90	88
[redacted] 2	90	90	79
[redacted] 3	87	86	79
[redacted] 4	67	69	70
[redacted] 5	85	88	89
[redacted] 6	73	66	60
[redacted] 7	82	91	88
[redacted] 8	75	73	85
[redacted] 9	93	85	94
[redacted] 10	81	79	93
[redacted] 11	80	81	73

	Test Scarlet	Test Crucible	Test Poe
[redacted] 12	92	87	89
[redacted] 13	91	81	74
[redacted] 14	87	63	81
[redacted] 15	81	78	76
[redacted] 16	83	70	53
[redacted] 17	94	91	89
[redacted] 18	72	75	71
[redacted] 19	78	70	78
[redacted] 20	75	52	48
[redacted] 21	81	84	80
[redacted] 22	88	85	73

Sc. Ltr.	Crucible	Poe
Cl. Avge: 83	Cl. Avge: 79	Cl. Avge: 78

The long term additional reading assignment test scores represented in the above table present class averages that are only somewhat better than the unit test averages. Using the same grading scale which was used on the earlier quiz scores and the unit test scores (see Tables 7 and 8), letter grades were once again assigned to these scores. Although there is a larger variety of reading material represented here, the highest average is still only a "C." The total of 17 "A" and "B" grades are still outnumbered by the total of 22 "D" and "F" grades, with the total number of "A" grades being only 50 percent of the total number of "F" grades. In interpreting this data, it should be noted that there was also an additional project, which was either an essay or a homework project. Some of these were individually done, while others were group efforts. These

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scores are not presented as they tend to be more subjective and less evident of the completion of individual reading by the students.

The scores in the three preceding tables represent the previous 1993-94 junior students who were enrolled in the same type of honors-track class which will be used in this study with the 1994-95 students. These results show a significant number of students failing quizzes, unit tests, and long term additional reading assignment tests. There are a very few "A" and "B" grades, considering these scores are coming from an honors class where grades were never put on a curve and every student had the potential to score an "A," based on their reading. Although comprehension and detail recall may not always be a true measure of the amount of reading completed, the overall patterns shown in the quiz and test score averages, the individual up and down variations of the students, and the fact that these scores are from an honors class that should have fewer problems with comprehension in general, would seem to indicate that a significant number of the junior honor students are not completing their outside homework reading assignments. While this data represents a problem in only one honors class, it is believed to be typical based on other classes taught by the researcher.

The existence of the lack of motivation to read among sophomore students at School C can also be documented by scores from the school's "Outside Reading Program." School C has a curricular requirement whereby all of the freshmen and sophomore students are to read "for pleasure" outside of class. This requirement is called the Outside Reading Program. Students are usually encouraged to choose their own books, and they are largely responsible for reading these books outside of the school

setting. After finishing a book, a student must then report on this to their English teacher. If the teacher is satisfied that these pages have been read, the student is given credit for the number of pages. At the end of each grading period, a student's total number of pages are added up, and a percentage grade is assigned. During the 1993-94 school year, a sophomore honors student who desired a top score of one hundred percent on this assignment was required to read 1000 pages. A sliding scale was used to determine a student's grade on this particular assignment. For example, if a student read only 850 pages, the student received a "B" on this assignment. The complete scale, as well as an explanation of the assignment, can be found in Appendix F. Other classes have different scales assigned, based on the level and difficulty of the class. Finally, teachers compute this percentage as 10 percent of the student's total grade. This program has been in effect for 10 years. The scores used in this study were necessarily derived from a previous class. Scores for this program are not tallied until the end of the first grading period. Because of this, a decision was made to investigate the scores from a preceding year's class. Although this is merely historical evidence, it may be indicative of an ongoing problem, at least in this setting. The scores in Table 10 (below) represent the previous year's sophomore students who were enrolled in the same honors-track class which is being used in this study.

Table 10
Outside Reading Scores at School C
(1993-94 school year).

	# of pages Read	Percent of 1000
Student 1	0	0
Student 2	0	0
Student 3	760	76
Student 4	410	41
Student 5	296	30
Student 6	0	0
Student 7	1,000	100
Student 8	903	90
Student 9	0	0

	# of pages Read	Percent of 1000
Student 10	1,000	100
Student 11	1,000	100
Student 12	460	46
Student 13	0	0
Student 14	0	0
Student 15	800	80
Student 16	0	0
Student 17	0	0
Student 18	911	91

	# of pages Read	Percent of 1000
Student 19	0	0
Student 20	0	0
Student 21	800	80
Student 22	0	0
Student 23	1,000	100
Student 24	860	86
Student 25	800	80
Student 26	0	0
Student 27	1,000	100

Class Avge	# Prcntge:	441 44

The results in Table 10 indicate a significant number of sophomore students are not completing their outside reading assignment at School C. Although a few students actually do quite well on this assignment, the number who do not is alarming. Almost 50 percent of the students failed to do any outside reading whatsoever. The class average as a whole on this assignment was only 44 percent. This score is believed to be typical, based on other classes taught by this same instructor, as well as anecdotal evidence from other teachers at the school (P. Panczuk, personal communication, July 22, 1994). While this represents only a portion of the students' grade in any marking period, it is clear that many honors students are not completing this assignment.

Thus, it appears that many of the targeted students, whether elementary or secondary, exhibit this same characteristic. The literature suggests that this is not mere coincidence. Rather, it would seem to be indicative of a nationwide problem.

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Probable Causes

School A:

Two major probable causes have been identified at School A. Based on previous evidence such as teacher observation, as well as the results of the surveys and the interviews conducted, the two major probable causes in Building A appear to be a lack of reading in the home and competition from the various media.

The results from the previous year's "Book It" program at School A indicates a lack of outside reading motivation. As stated earlier, none of the targeted classes, both at the second and third grade level, did enough reading to achieve their own classroom goal. In addition, media competition has been observed by the researchers. Examples of this type of observation often include anecdotal evidence. For example, the following teacher-student conversation was reported by one of the researchers: "Noticing a blister on a student's thumb, I became concerned. I questioned the student and was told that it had occurred from playing a video game." (T. Spielbauer, personal communication, July 17, 1994).

The pre-intervention survey given to the students involved in this study asked students to indicate how much reading material might be available in their homes. The results follow, in Table 11:

Table 11
Survey Results – Presence of Reading Material in Students' Homes
School A

Stdnts W/ Library Card:	Yes: 35	No: 19	
Students who find books in library:	Yes: 50	No: 3	
No. of books owned by students:	None: 0	1 – 50: 12	50+: 42

The above results indicate that the students at the targeted school seem to have reading material in their homes. It shows that 50 out of the 53 students can find books in the school library that interest them. Forty-two of fifty-four students own more than 50 books. Although 19 students do not own a library card, it seems most students have age-appropriate materials to read in the home.

During the interviews which were conducted, students were also asked to describe the amounts and types of reading materials present in their households. The results follow, in Table 12:

Table 12
Interview Results – Presence of Reading Material in Students' Homes
School A

Types of books owned by student:	Picture: 43	Chapter: 49	None: 0	Other: 0
Types of reading material in home:	Magazines: 53	Books: 52	Newspapers: 46	Other: 2
Students who visit public library:	Often: 8	Sometimes: 39	Never: 6	

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The above results indicate the students in the targeted school have picture and chapter books of their own. While many students indicate they have magazines in their homes, not as many receive a newspaper. The researchers do not believe the presence of newspapers in the home is as critical to a child's reading motivation at this level in their development as it may be later, when they mature. The survey also shows that 39 of the 54 students sometimes visit the library while 6 of the 54 students never go to the library. Apparently the targeted elementary school students do have reading materials in their homes.

The pre-intervention surveys also asked students to report the number of hours that they tend to spend either watching television or playing video games. The resulting data follow, in Table 13:

Table 13
Survey Results – Hours spent per day, watching TV or playing video games
School A

Hours per day, watching TV or playing Video games	None	0-2 Hrs.	2-3 Hrs.	3-4 Hrs.	4+ Hrs.
	2	20	11	7	13

The above results indicate that 31 of the 53 surveyed students spend more than two hours per day engaged in either watching television or playing video games Twenty students reported that they spend less than two hours on these activities, and only two students reported that the number of hours spent on these two activities was "none." Almost one-fourth of the students indicated that they spend more than four hours on one

or the other of these activities. A total of 13 students (or 24.53 percent of the total), reported this amount of time was devoted to one of these "distractions" each day. This figure may be seen by some to be disturbing.

The interviews conducted by all three researchers at School A also asked about the number of hours students spent watching TV or playing video games. The results follow, in Table 14:

Table 14
Interview Results – Hours spent per day, watching TV or playing video games
School A

Hours per day, watching TV:	None:	0-2 Hrs.	2-3 Hrs.	3-4 Hrs.	4+ Hrs.
	0	25	16	6	6
Hours per day, playing video games:	None:	0-2 Hrs.	2-3 Hrs.	3-4 Hrs.	4+ Hrs.
	15	25	3	3	4

The interview results above demonstrate an almost perfect compatibility with the earlier survey question (in Table 13). When broken down into the hours spent viewing television, 28 students reported viewing more than two hours per day. Twenty-seven students indicated less than two hours were spent in front of the television. However, six students reported rather high levels of television viewing (four or more hours).

It would seem that almost as many hours are spent by students in the playing of video games. Although 15 students report that they do not spend any time engaged in this activity, ten students admit to spending two or more hours playing some form of video games. Again, the noteworthy result would seem to be the number of students who report that they spend more than four hours at this activity (four students, for a total of

7.55 percent). If any of these students in the latter category also spend the "average" amount of time watching television (apparently two hours), this means that, for these students at least, a total of six hours or more per day are spent engaged in "distractions." These students would appear to be "at risk" for becoming poor readers, according to at least one popular study (National Institute of Education, 1984).

Additionally, all three researchers at School A reported other anecdotal evidence of this apparent distraction. Classroom discussions have occasionally evidenced this in previous years. Also, teacher-student conversations have provided some sample evidence. Students have commented that they have many planned activities which distract them from reading that fills the time between school dismissal and bedtime. These activities include sports, community service clubs, religious education and fine art programs. As beneficial as these activities can be, they limit the time spent on homework and reading for pleasure.

School B:

This problem of poor reading attitudes and poor reading motivation may be occurring in School B and School C because of a lack of reading in the students' home environment, as well as competition from the media. In addition to television, it may also be noted that students of this age seem to enjoy listening to music, and playing various electronic games.

As stated in Chapter One, School B serves a socio-economically, culturally, and academically diverse student population, where a significant number of students fall into

academically at risk groups, due to low income, high mobility, or parent education levels. The median household income ranges mostly from $25,551 to $39,916 over several of the main communities served, with only few students coming from one community where the median income is $49,200. Since socio-economic status has been shown to have a direct correlation with student achievement, the students in this low income group must be considered "at risk." The student mobility rate of 21 percent reflects a continuing population change where low income enrollment has been a consistent pattern for the last six years, also mentioned in Chapter One. As well, it may be recalled that the education levels of parents can be seen as low, as they mostly range from .05 percent to 12.6 percent college graduates and 65.8 to 73 percent high school graduates. Here again, there is only one community, from which fewer students come, where the levels of college graduates is at 21 percent and the high school graduation level is at 80.8 percent.

It is suspected that these factors may be directly related to the problem of a lack of reading materials in the home, as these indicators all seem to suggest households where the presence of many sources of reading materials in the home may not be a practical reality because of lack of finances. These factors may also suggest that education, in general, and reading, specifically, may not be seen as, or emphasized as, a high priority in the home by parent example.

In addition to these factors, there have been times when the researcher has assigned vocabulary homework to the students, requiring the use of dictionaries. At these times, students have claimed that they have no dictionaries at home to work with on these

assignments. During informal conversations among the teaching staff, other teachers at School B have reported the same claim being made by their students.

Another example of this lack of materials at home concerns magazines and newspapers. When collage project assignments have been made by the researcher at School B, often times the students have come back with only examples of pictures and words cut from telephone books. The students have claimed that there was no other source for these materials in their homes when concern for the destruction of these books was expressed by the researcher.

At various times, students have also claimed that they would not be able to fulfill a library assignment given by the researcher because they did not have a public library card, and, for one reason or another, did not have their school ID card, which is used to check out books and other materials from the high school library. Other teachers have lamented over the same complaints during informal conversations and at department meetings at School B.

The pre-intervention survey taken at School B asked students to report on the amount and types of reading materials which were present in their homes. The results follow in Table 15:

Table 15
Survey – Presence of Reading Material, School B
(11th Grade Honors Students).

Students W/ Library Card:	Total Yes: 20	Total No: 4
Newspaper subscription in home:	Total Yes: 12	Total No: 12
Magazine subscription in home:	Total Yes: 19	Total No: 5

The above results indicate that some students do have access to materials in their homes on a regular basis. However, the majority of these materials appear to be magazines, as subscribed to in the homes of 20, or 83.3 percent of the students. This seems to support the earlier results reported in Table 3, where all students reported reading magazines, at least sometimes, and most reported reading them often. The exact numbers of magazines present can not be determined from this limited survey information, and neither can their types, or quality.

Newspapers appear to be less prevalent in the students' homes, as only 50 percent, or 12 students, report having regular subscriptions in their homes. This too agrees with earlier results in Table 3, where 33.3 percent reported reading a newspaper often.

Both of these examples may be supportive of the connection between reading and the presence of reading materials in the home. In both cases, the amounts of reading of one type of materials is higher when there is more of that type of material present in the home.

It can also be seen that the majority of 20 students, or 83.3 percent, are in possession of a public library card. However, again, it is surprising that even four students of 24, or 16.6 percent, in an honors class are not in possession of a library card.

The interviews which were held at School B also asked several questions related to the amount of reading materials in students' homes, as well as the types of reading matter. The results of those interview questions follow in Table 16:

Table 16
Interviews – Presence of Reading Material, School B
(11th Grade Honors Students)

Students with magazines in home:	Many: 16	Some: 8	None: 0
Students with newspapers in home:	Many: 12	Some: 11	None: 1
Students who own fiction books:	Many: 16	Some: 8	None: 0
Students report fiction books in home:	Many: 16	Some: 8	None: 0
Students own non-fiction books:	Many: 12	Some: 10	None: 2
Student reports non-fiction books in home:	Many: 11	Some: 12	None: 1
Students who visit the public library:	Often: 8	Some: 15	Never: 0

The above results indicate that many students report having reading materials in the home. Again magazines top the list with all students reporting having many (66.6

percent), or some (33.3 percent) in their homes, but at least one student reports having no newspapers present at all.. All students also report both owning and having fiction books in their homes, yet eight students, or 33.3 percent, claim only to have some of these, as opposed to many. Those that own or have nonfiction books drop in comparison to the fiction books. In this case 8.2 percent, or two students, report owning none of this type of book in their homes. During these interviews, the researcher even suggested that histories, biographies, and encyclopedias could all be considered nonfiction books, and still, one student claimed none to be in the household at all. Whereas 16 students, or 66.6 percent, claim many fiction books to be present, the number drops to 11, or 45.8 percent, who report having many nonfiction books present in the home.

As Patricia Martin reports, in relation to what parents can do to promote reading, parents should "encourage, and have on your shelves, a variety of reading" and "be a role model and read regularly" (Martin, 1991, p. 51). It would appear that both of these may be somewhat lacking in some homes, especially in the areas of newspapers and nonfiction materials, which may promote or require more analytical and critical thinking skills in reading. This may account for the lack of interest in textbook readings or more difficult novel, short story, play, and poetry materials, as the patterns seem to show the students favor the light entertainment of magazines and have more of these materials in their homes..

In an earlier Table 15, four students, or 16.6 percent, reported not having a library card, but during the interview process, all students claimed to visit the public library. Because these are honors students, it may again be viewed as disturbing that only eight

of the 24, or 33.3 percent report visiting often, and the majority of 15 students, or 62.5 percent, visit only sometimes. It may also be noted that since this question was asked during the interview process, students may have been reluctant to admit to the researcher that they visited the library less frequently, or perhaps not at all, compared to what they reported during the interview.

Media competition can also be shown to be a possible cause for poor reading attitudes and motivation. Besides being simply a competitor for reading time, Jim Trelease (1989), has pointed out that television is the direct opposite of reading, as it fosters shorter attention spans, and sets a fast pace that gives the viewer no time to scrutinize or develop critical reactions and reflections. Trelease also notes that it usually reinforces street language instead of standard English, limits vocabulary growth, stifles the imagination, encourages passivity, does not allow the viewer to think through a problem, and is psychologically addictive.

In the experience of the researcher, the students at School B seem to exhibit a vast knowledge of what is on television. Although students are often reluctant to admit to the full amount of time they devote to watching television, they have often been heard to discuss what happened on the latest soap opera episode, or other evening programs. They have been overheard discussing these programs during homeroom, in study hall, in the lunchroom, during passing periods in the hallway, and have also given examples from television in discussions in class and in their compositions. They often respond to television examples used by the researcher in class and some program formats have been

used by the researcher as the base for project assignments because they are so well known by the students.

Music is also a heavy competitor for the time of today's students. There is a certain amount of crossover between music and television because of MTV, music videos, and music awards given on television. In addition to that, there are the portable radios with personal ear phones that the students carry. These must often be confiscated from students at school when they carry them into their classes, still listening to them. This is so prevalent that a school rule has been adopted at School B to prevent students from bringing them to school, as well as to class (Thornridge High School Administration, 1994, p. 21). Other teaching staff routinely complain at staff meetings and in general conversations in the hall, especially before homeroom, about how often they must enforce this rule.

This amount of use in school should be an indicator of how much more time is spent listening outside of school. This "illegal" on campus listening to music was probably not included in the recording of time spent listening to music on the survey, as the researcher asked them to report the times they spent watching television and listening to music "outside" of school.

Another indicator, often witnessed by the researcher, is the large amount of students who come into classes singing and even dancing to their favorite music pieces. Sometimes this continues after the class bell has sounded and the student must be asked to stop. Many of these students, and others, are often seen to be wearing some kind of music group related attire to school, as well.

In contrast, video games have not come up to such a large degree in student conversations, but only occasionally are mentioned by some of the students. Television and music appear to be the biggest competitors to reading time among the students at School B.

The survey which was administered to the students at School B asked them to estimate the number of hours they spent either watching television or playing video games or listening to music. The data which follow in Table 17 indicate the results:

Table 17
Survey – Hours spent watching TV, and other distractions, School B
(11th Grade Honors Students).

Hours per day, TV/Video games:	None:	0-2 Hrs.	2-3 Hrs.	3-4 Hrs.	4+ Hrs.
	1	4	9	3	7
Hours per day, Music:	None:	0-2 Hrs.	2-3 Hrs.	3-4 Hrs.	4+ Hrs.
	0	9	6	3	6

It is to be noted that the above results show 19 of 24 students, or 79.1 percent, are involved with watching television or playing video games, for more than two hours a day. Of this group, 12.5 percent, or three students, reported watching for three or more hours, and an alarming 29.1 percent, or seven students, reported watching for four or more hours per day. Only one student reported watching no television on the survey, and merely four, or 16.6 percent, reported watching two hours or less per day. It is also possible that these times may be under-reported. For example, when Patricia Martin polled reader/leaders, they "confessed to viewing, on the average, two hours of television a night," (Martin, 1991, p. 48). When they were asked the question, "How much television

do you watch on the average each day?" they tried to evade the question by saying, "Well, I'm not really at home during the day!..." so the question had to be narrowed to, "Take that to mean in a twenty-four-hour period" (Martin, 1991, p. 48). Martin reported that even after they were pinned down to a time, "they dismissed the time as if it were minimal" (1991, p. 48).

The above results also show 15 students, or 62.5 percent, report listening to music for more than two hours a day. Of this group, three students, or 12.5 percent, listen for three or more hours, and six students, or 25 percent, listen for four or more hours. In this media there are no students that claim zero music listening time in the whole group. It is to be noted that, as stated earlier, students may have a tendency to under-report the amount of times they self-report watching and listening to the media.

As stated earlier, students may have a tendency to under-report the amount of time they devote to the various media or are engaged in such distractions as playing video games. It is possible that they are reluctant to admit to exactly how many hours they "waste" at such activities, and it is also possible that they simply are not aware of how much time they actually devote to these "distractions." It is also, of course, possible that homework may be done in front of the television, or while listening to music. However, it is equally possible that a student would not even consider such instances as hours spent watching television, and such hours may not be reported in such a survey as this at all. In any case, the number of hours actually spent at these activities is probably not any less than what the students reported. Since Martin reports that the second most popular

reason students give for not reading is "no time," (Martin, 1991, p. 50), the media may be seen as an important competitor for student reading time.

School C:

As stated in Chapter One, School C is comprised of an economically diverse population with a number of households which may be economically disadvantaged. The median household income was $41,756, but 683 households reported incomes of less than $10,000 (see Chapter One, page 17). It is suspected that this may be related to the problem of poor reading motivation. One well-known study (conducted in 1988) suggested that children from low income families do not develop good word-recognition skills in the first grade. These same children eventually become poor readers, according to this four-year study (Bracey, 1989). In purely practical terms, these indicators suggest some children from School C may come from households where the presence of a lot of reading materials in the home may not be a reality.

The overall level of education in this community is somewhat low. Only 28 percent, it will be recalled, have completed any college course work at all. Fewer than 16 percent of the residents have attained a Bachelor's degree (see Chapter One, page 17). This could suggest that education itself may not be a high priority in the typical home.

The researcher at School C has conducted informal polls during classroom discussions regarding students' reading habits. These were often spontaneous polls, stemming from the particular topic being discussed at the time. When this has occurred, the results would seem to indicate that a large number of the students at School C have very little reading material in their households. Students often report that nobody in their

household subscribes to a daily newspaper, or any magazine. In addition, many of them have responded that there are very few, if any, books in their house.

These informal polls have been supported by the researcher's experiences when class projects called for students to make use of these same types of reading materials. In classes where research is required, the instructor has noticed that many of the students claim they do not have a library card. Also, when students have been required to make use of books such as encyclopedias or even dictionaries at home in order to accomplish assignments such as research papers, the instructor has encountered difficulties. Many students have reported that they simply do not have such reference works available to them at their homes. Even smaller projects, such as an assignment to "cut out" examples of a particular type of advertising from newspapers or magazines, have often met with protests from the students. The students complain that they do not have these materials available in their homes. This may only be an excuse in order to avoid the homework; however, the researcher suspects that the students may very well be telling the truth.

The survey administered to the students at School C asked questions about the amount and types of reading material which were present in the students' households. The results follow, in Table 18:

Table 18
Survey – Presence of Reading Material, School C
(10th Grade Honors Students).

Students W/ Library Card:	Total Yes: 22	Total No: 6
Newspaper subscription in home:	Total Yes: 20	Total No: 8
Magazine subscription in home:	Total Yes: 26	Total No: 2

The results in Table 18 demonstrate that there is some reading material in most of the subjects' homes, but that it tends to be magazines. More than one-fourth of the students indicated that no newspapers were subscribed to by any member of their household. A careful check of the individual surveys reveals that only two students indicated that there were no magazine or newspaper subscriptions at all in their households. Six students (almost one-fourth of the total) reported that someone in their household subscribed to at least one magazine, but that there were no newspaper subscriptions in their household. Because the names and content of these magazines remain uncertain, the quality and significance of the reading material cannot be stated. Almost 25 percent of these students indicated that they personally did not have a library card. This relatively high number may be due to the rather high mobility rate which the school has reported (13.3 percent, as reported in Chapter One, page 8), but this cannot be determined for certain. The survey seems to demonstrate that there is reading material in

most of the sophomore honors students' homes, but it may be limited in numbers and variety.

The interviews which were conducted at School C also asked about the reading material in students' homes. The results follow, in Table 19:

Table 19
Interviews – Presence of Reading Material, School C
(10th Grade Honors Students)

Students with magazines in home:	Many: 16	Some: 12	None: 0
Students with newspapers in home:	Many: 12	Some: 14	None: 2
Students who own fiction books:	Many: 16	Some: 8	None: 4
Students report fiction books in home:	Many: 16	Some: 7	None: 5
Students own non-fiction books:	Many: 4	Some: 8	None: 16
Student reports non-Fiction books in home:	Many: 9	Some: 14	None: 5
Students who visit the public library:	Often: 2	Some: 22	Never: 4

The above results indicate that students generally have some reading material in the home. The nature of that reading material, however, may be very "revealing," indeed. It should be noted that there is only one type of reading material (magazines), which all students reported can be found in their homes. Examples from each of the other categories apparently cannot be found in some students' homes at all. Newspapers may tend to treat current events with more depth than most popular magazines, but two students reported that one would find no newspapers in their homes. Similarly, in the

area of non-fiction books, more than one-fourth of the class indicated that nobody in their home owns this type of literature. Only four students claim that "many" non-fiction books can be found in their households.

It may be encouraging to note that the majority of students report either "some" reading material, or, in several cases, that they have "many" examples of a particular type of reading material. It is also noteworthy that almost all students report visiting the public library. However, only a very few (two students) claim to do so "often."

The researcher at School C has attempted to ascertain how many hours of television-watching students engage in. The amount of time spent watching television by a person is something which can be fairly difficult to assess. This can be due to several reasons. There are those who are heavy viewers of television, and they themselves may not be aware of exactly how many hours are invested in this activity. Also, there is the problem of determining exactly what constitutes "watching" television. Some would argue that anytime the appliance is turned on it is potentially a distraction, and therefore this is time spent watching. One study in particular made the point that it is this distracting nature of the background noise which is damaging to neural synapses (Healey, as cited in Wells, 1993).

The survey which was administered at School C asked students about the amount of time they spent watching TV or playing video games. It also asked them to estimate the hours they spend listening to music. The results follow, in Table 20:

Table 20
Survey – Hours spent watching TV, and other distractions, School C
(10th Grade Honors Students).

Hours per day, TV/Video games:	None:	0-2 Hrs.	2-3 Hrs.	3-4 Hrs.	4+ Hrs.
	1	9	6	9	3
Hours per day, Music:	None:	0-2 Hrs.	2-3 Hrs.	3-4 Hrs.	4+ Hrs.
	0	8	10	7	3

The results in Table 20 are based on "self-report." The accuracy of such figures can be questioned, but the researchers believe that the students' own perceptions of how much time they devote to these past times may provide some evidence of this problem. Only one of the surveyed students claimed to completely abstain from viewing television or playing video games. None reported that they avoided listening to music during an average day. One well-known study claims that those students who watch more than six hours of television per day are consistently the nation's poorest readers (National Institute of Education, 1984). If one uses this as a general guide, it would appear that very few, if any, of these students are among that group. However, combining the activities listed above can have alarming results. The surveys indicate that only ten students (35.71 percent) claim to spend less than four hours per day on these three combined activities. This is based on an individual assessment of each of the survey answers. If the remaining 64.29 percent of the surveyed subjects (18 students) spend at least four hours each school day engaged in these "distractions," it may leave precious little time for other activities, such as reading.

Evidence of heavy television watching can also take other forms, however. The researcher at School C has observed the incredible amount of information which students seem to possess about almost anything which has appeared on television. Classroom discussions frequently document this. Students at School C have been observed quoting popular advertising slogans, or citing something which they observed in a recent episode of a television program. Many classroom discussions have been interrupted by a student who refers to a recent talk show which featured the same topic. Moreover, the chorus of other students who quickly assert that they, too, witnessed that particular show is a typical occurrence. When polled as a group, however, this same researcher has noted that these same students often claim that they watch "very little" television. In many cases, some of these students claim they watch "none."

All five of the researchers involved in this study agree that there would seem to be evidence that students' lack of motivation to read is caused by a lack of reading materials in the home. Also, the instructors have noted indications that students may be distracted — by television, video games, and even music.

There is an abundance of literature suggesting that the probable causes of students' poor attitudes toward reading may be due to either an absence of reading in the home, or the distractions of the media. Some have argued that these two probable causes may, in fact, be related. Others maintain that they are two separate issues. Whatever the case, both of these areas merit closer scrutiny (Anderson, Hiebert, Scott, & Wilkinson, 1985; Busch, 1978; Durkin, 1966, as cited in Cole & Williams, 1990; National

Institute of Education, 1984; "Parents Play Key," 1991; Sherman, 1991; Trelease, 1989; Vogel & Zancaneiia, 1991).

As early as 1966, quantitative evidence was presented to support the idea that parents who read regularly to their children helped in the children's overall education, especially in the area of reading. These early indications of the importance of reading in the home environment tended to emphasize the importance of reading to children when they were very young (Durkin, 1966, as cited in Cole & Williams, 1990). Decades later, the Commission on Reading released their report, Becoming a Nation of Readers. In it, an emphasis was placed on reading in the home environment. The report claimed that parents need to read to their children, to be seen reading, and to make sure that there were reading materials in the household (Anderson, Hiebert, Scott, & Wilkinson, 1985).

There is overwhelming evidence that the amount of reading material in the home is directly related to student reading performance. Since at least 1971, this correlation has been noted, and studied. At all of the age groups studied, "children from homes with an abundance of reading material have substantially higher average reading proficiency levels than do children with few such materials available" (National Institute of Education, 1984, p. 50).

Some indications exist that there is not a great deal of reading material in homes today, however. Newspaper sales per household have been decreasing, and this trend has continued for years (Sherman, 1991). America ranks 19th in per capita newspaper circulation. The presence of books in households is also questionable. The U.S. ranks only 24th in per capita book buying, despite claims that it is among the wealthiest and

most-educated of countries. Eighty percent of all books published are financial failures (Trelease, 1989). Added to this bleak information, the Chief Executive Officer of Barnes and Noble, the largest book retailer in America, estimates that only half of those books sold are actually read (Sherman, 1991).

Furthermore, one major ongoing study (which biennially assesses 9, 13, and 17 year old children), reports a marked decrease of available reading materials in households from 1971 to 1984. At all three of the age groups, the decline was consistent. This study has assessed more than 1,000,000 students since its inception in 1969. (National Institute of Education, 1984).

Not only does the research acknowledge the importance of reading in the home environment, it would seem that parents and students already recognize this, perhaps intuitively. A 1991 survey of over two thousand Book of the Month Club subscribers indicated that parents were the most important factor in developing reading habits. It, too, focused on literacy in the home, as well as the absence or presence of reading material in the home ("Parents Play Key," 1991). High school students who tend to be prolific readers, when asked, have even responded in numbers that they attribute their habits to a love of reading instilled very early in their lives, in their homes (Vogel & Zancaneiia, 1991). While this is obviously the use of "self-report," it is interesting that the students themselves recognize the importance of reading in the home.

The presence of television is often cited as a "distraction" which diverts students' attentions away from their schoolwork or reading. Television is certainly present in most households (98 percent of American homes have a set). Moreover, the television set is

used. Television sets are apparently "on" for an average of seven hours and one minute per day (Trelease, 1989).

The National Assessment of Educational Progress (NAEP) reading proficiency data (accumulated from the large, ongoing assessment of American students), suggest that television viewing definitely has an effect on reading proficiency, but only for those who watch excessively. Those students who watch more than six hours per day, the study claims, are consistently the nation's poorest readers (National Institute of Education, 1984). This may cause some parents and educators to breathe a sigh of relief, but the reader should remember that the average set is actually on for more than seven hours (as stated above) — much longer than this "six hour demarcation."

One case study in Virginia studied the effects of television viewing on reading in 595 students. One finding was that students' television viewing apparently peaked during grades four, five, and six. Fully 30 percent of these students stated that they watched television an average of 50 hours per week. This coincided exactly with the grades where the researcher found a severe drop-off in students' enjoyment of reading, as well as their interest in reading. Also, it was noted that lower ability students had tended to "turn towards" television at a younger age, in great numbers. The author suggests that this may be due to frustration because of their own lack of skills in reading. Perhaps the most frightening finding in this study was the claim that "95 percent of the low-ability students in grades seven and eight received the great bulk of their information through television." (Busch, 1978, p. 670).

An investigation of the three sites revealed that many of the households were economically disadvantaged. Also, it was noted that all three schools are located in communities where education levels are not very high. This investigation of the sites themselves, as well as the literature relevant to this problem, indicates that the lack of reading motivation at the targeted schools may be due to the following:

1.) A lack of reading in the students' home environments, by either the parents or the students themselves.

2.) A lack of the presence of reading materials in the students' households.

3.) The presence of television, radio, video games, and other related distractions which divert students' attentions away from reading.

Chapter 3

THE SOLUTION STRATEGY

Review of the Literature

The importance of motivating students to become lovers of reading cannot be stressed enough. Recent state-wide tests in both Michigan and Illinois have developed questions to ascertain students' motivation or attitude toward the reading process. A pair of theorists summarized their feelings with the following words: "We believe that developing a motivational agenda is crucial to reading instruction" (Winograd & Paris, 1988/1989). Teachers must motivate their students to develop an interest in reading, and this is an ongoing process. It must continue past the primary grades, through the secondary levels, and should not stop until graduation. There is a connection between reading attitude and reading achievement, and it is imperative that "teachers give students proper instruction to guide them toward successful reading experiences" (Eiland, 1986, p. 8).

In recent years, theorists and researchers in education have praised the practice of reading aloud to students, as well as having those students read aloud. Some have extolled its virtues as a means of improving reading comprehension (Cosgrove, 1988; Ecroyd, 1991; Sherman, 1991). Others have pointed out that reading aloud tends to build a student's vocabulary (Berliner, 1990; Elley, 1989). Almost all of them, it seems, have

also noticed that, if correctly practiced, the process can enhance reading motivation and improve the overall attitude of students toward the reading process.

In one study, Maryellen Smith Cosgrove (1988) attempted to determine the effects of oral reading on fourth and sixth grade students. The study involved 221 students from six diverse school districts in Connecticut. The results were startling. They indicated that those students who were exposed to oral reading on a regular basis had a better attitude toward reading. They also engaged in more reading independently, and showed an increase in reading comprehension. Pre- and posttests were given, as well as reading attitude surveys. In addition, the researcher used time-logs and interviews to document her findings.

Reutzel and Hollingsworth (1993) studied the effects of the use of oral recitation lessons on second graders. Their results were similarly positive. They reported an increase in fluency, comprehension, and interest in reading for pleasure.

Yet another study examined the use of oral reading by both students and the teacher at the middle school level. This investigation used seventh grade students from the state of Florida. The students were read to and they also participated in oral reading activities themselves. All of these students were reading below grade level when the study began. The project lasted only ten weeks, yet a significant improvement in comprehension skills was noted. Although the study was only concerned with reading comprehension, the author also anecdotally reported an increase in independent reading (Blacharski, 1985).

Lynch (1988) attempted to make a direct comparison of three different approaches to the teaching of reading: "listening," in which the teacher reads, silent reading, and traditional round robin oral reading. The subjects in this case were fifth grade students. Again, Lynch was looking only for results in the area of reading comprehension. He noted that comprehension varied, depending on whether the students were merely "listening," or reading silently, or participating in "round robin" oral reading. He found that the students' comprehension was greatest when they had listened to another reader read a work aloud. The comprehension was almost as strong when students had read a work silently. He also found that students' comprehension was weakest when they read orally in a "round robin" exercise. Generally, his study would support the idea that the use of oral reading (by someone other than the students) as a teaching device may actually be superior, in some ways, to the use of silent reading.

If there is an expert in this area, it is probably Jim Trelease. He is perhaps the "best-known advocate of reading aloud to children" (Ecroyd, 1991, p. 76). Trelease is the author of The New Read-Aloud Handbook, which was published in 1989. He is also noted as a lecturer, a newspaper writer, an artist, and the author of numerous articles on education. In his book, he explained how difficult it is to "sell" reading in America. He blamed this state on the popularity of the media, as a whole, and television in particular (Trelease, 1989).

Other sources in recent years have tended to agree (Sherman, 1991). One author claimed that children's attention spans have decreased due to the "ubiquity" of television. He used magnetic resonance imagery in order to map out the wilted neural synapses of

children subjected to "television overexposure." This is due, he believes, to the constant efforts to block out noise from television and other popular media (Healey, as cited in Wells, 1993). The National Association of Educational Progress (NAEP), has been assessing reading, as well as achievement ever since 1969. This organization conducts "the only regularly conducted national survey of educational achievement at the elementary, middle, and high school levels" (National Institute of Education, p. 56). In addition, the NAEP also surveys habits of students which may or may not have an effect on achievement. Students read passages, take a test, and also answer survey questions. To date, the NAEP has "tested and surveyed more than 1,200,000 young Americans." (p. 56). The NAEP has concluded that "a large group of children watch television excessively, (six or more hours per day), and the reading proficiency of these children is dramatically lower than that of their peers" (p. 55). Students are surveyed at ages 9, 13, and 17. Over 250,000 students were tested and surveyed in the year 1984 alone (National Institute of Education, 1984).

Trelease maintained that educators' focus has been in precisely the wrong area. He notes that educators have tended in recent years to concentrate on teaching the child how to read. Trelease claimed that teachers have neglected an area of teaching which is far more important, ultimately. He advocated teaching the child to want to read (Trelease, 1989).

As early as 1943, Ada Hyatt, in his book The Place of Oral Reading in the School Program , noted that the practice of reading aloud in the classroom had been decreasing dramatically in the first half of this century. He called for a reversal of this trend. He

also compared the use of oral reading in the classroom to silent reading. He noticed the increased use of handouts, skills sheets, and comprehension and vocabulary questions at the end of short passages as a means of teaching reading in the classroom. Hyatt emphatically argued against this practice. So, too, do others. "First, there has been an overwhelming reliance on basal reading series for instruction in grades K-8" (Winograd & Paris, 1988/1989). These two researchers argued for more creative teaching of reading, and bemoaned the fact that teachers seem to have less time and fewer opportunities to do this. Collins (1993), argued that teachers fail when they stick to one method in the teaching of reading, especially if this one method is a reliance on "script." "Script," he explained, is the technique which is used by most basal readers. Others have also maintained that an eclectic approach in the teaching of reading at all levels is advantageous (Dallman, Rouch, Char, & DeBoer, as cited in Collins, 1993). On this point, it should be noted, Trelease (1989), agreed with them wholeheartedly:

> Usually, a child's first encounter with reading occurs in school when the child goes into business for himself — sound by sound, syllable by syllable, word by word — learning how to read. The danger here is that with nothing to compare it to, the child begins to think that *this* is what reading is all about: skill sheets, workbooks, flashcards, and test scores. And those are not motivators. Have you ever heard of a parent who walked into a child's room late at night and found the child in bed, under the covers, with a flashlight — and a workbook? Of course not. (p. 9)

If the practice of reading orally to students has become less prevalent, then this is especially true in the secondary school. Apparently, secondary school teachers tend to be afraid that reading aloud to their students will somehow insult their intelligence. Even in English classes, apparently, teachers tend to be afraid their students will perceive such an activity as a "babyish time-waster" (Carlsen & Sherrill, 1988). Research tends to indicate otherwise, however. In one recent publication, reactions of students to teachers who read orally to them included such descriptions as "incredible," and "unforgettable." The majority of these reactions, it should be noted, were overwhelmingly positive. (Carlsen & Sherrill, as cited in Ecroyd, 1991). The majority of research suggests that repetitive readings and illustrations may not be necessary with older students, but the practice of reading aloud to them is still extremely valuable. Thus, it would seem, oral reading is valuable as a technique for elementary, intermediate, and secondary teachers (Berliner, 1990).

Students apparently tend to view teachers as their reading role models. Trelease (1989) suggested that teachers who read aloud, even to secondary students, become an "advertisement" for the reading process. He outlined the success story of modern television, pointing out the "formula" which was discovered by Madison Avenue in the 1950s. He broke this formula into three steps:

1. Send your message to the child when he or she is still at a receptive age. Don't wait until he's 17 to try to sell him chocolate breakfast cereal. Get him when he's five or six years old.

2. Make sure the message has enough action and sparkle in it to catch and hold the child's attention. Avoid dull moments.

3. Make the message brief enough to whet the child's appetite, to make him want to see and hear it again and again. It should be finished before the child becomes bored. (p. 3)

Trelease goes on to advocate that parents (and teachers) should learn from this success story. He recommends that both parents and teachers practice these same "advertisements" for reading, and provide students with role models.

Perhaps ironically, most of these researchers praise reading aloud chiefly for its advantages in improving vocabulary scores and comprehension scores, yet they also insist that the material which is read aloud should not be tested after the fact. One group of researchers, for example, documented impressive gains in vocabulary and comprehension scores — as much as 40 percent improvement in one study. Yet, almost immediately after the results of testing are given, the same authors strongly urge teachers not to "taint" the enjoyment of oral reading with tests for comprehension or vocabulary (Berliner & Casonova, 1993). They go on to instruct teachers, "You have already confirmed the instructional gains that are accrued from oral reading in the classroom. You do not have to reaffirm this with more testing" (pp. 61-62). Testing, like the media, is often cited as one of the problems which has led to our current contingency in reading. Trelease (1989), claims that "two things have conspired to make reading aloud one of the best-kept secrets in education." These are distractions in the home (such as television), and the tendency in recent years to try to test and measure everything which occurs in the

classroom. The latter involves, necessarily, a huge investment in time. Trelease believes, as do others, that this is time which should be used toward students' education. Unfortunately, in recent years, teachers have been overwhelmed with tests which take valuable time away from instruction. In one of the schools involved in this study, for example, 10th grade students are currently required to take five mandated tests during the course of a single school year. This information was provided by D. Habas (personal communication, April 10, 1994). One of these tests alone encompasses three entire class periods of instruction. In total, these five tests, which are not teacher-constructed nor curricular in nature, require nine class periods. Two of these are constructed and required by the state; one is constructed by the school district, but required by the state; the fourth and fifth tests are constructed by outside agencies, and are required by the individual school.

Thus, it seems that there is a basis for believing that an increased use of "read aloud" techniques in the classroom may have an effect on students' desire to read on their own. The work of previous authors in this area seems enthusiastic, on the whole. It would appear that reading aloud can be used at the elementary level to great advantage. Research also indicates that it can be beneficial at the secondary level. Some "side effects" of reading aloud to students may be an increase in the areas of reading comprehension and vocabulary attainment and should not be overlooked by educators. It may be that reading aloud is the best "antidote" to the bombardments children receive everyday from television, video games, and the mass media. As Trelease writes, "Reading aloud is the best advertisement because it *works*" (1989, p. 9).

Project Outcomes and Solution Components

After the investigation into the probable causes (in the preceding chapter), as well as the review of the literature on this subject, the following project objective is proposed:

> As a result of an increased use of oral reading during the period of September 1994 to January 1995, the students from the targeted elementary and high school classes will increase their motivation to read and improve their attitudes toward reading, as measured by teacher observation, age-appropriate reading logs, and surveys.

In order to accomplish the above terminal objective, the following strategic procedures are proposed:

1.) Selected passages from literature will be chosen for oral reading.

2.) Oral reading materials will be developed and distributed.

3.) Oral reading techniques will be modeled by the teacher.

4.) Oral reading will be practiced by the teacher, adult guest speakers, and, in some cases, by the students.

Action Plan for the Intervention

School A:

After assessing the survey and interview results taken during the first two weeks of school, the researchers will take the following steps as intervention.

First, selected passages from age-appropriate material will be chosen for oral reading. These selections will be available for teacher, student and/or parent usage. These books will be chosen from Jim Trelease's *The New Read Aloud Handbook* (1989), and from a librarian compiled list of read aloud books. Selections may also include works from the Accelerated Reading List from the targeted school's library as well as other teacher selected works.

An instructional handout has been developed in order to teach "listening" techniques for students. This will be adapted by each researcher to meet the needs of their class (a copy of this material can be found in Appendix G). The materials will be distributed to each student and/or parent during the first two weeks of the 1994-1995 school year. Students will also be instructed, through the use of modeling and lecture/demonstration, on the proper techniques for listening during an oral reading presentation. The instructors will model the various techniques explained on the handout and allow students to ask questions for clarification. The researchers will also review and highlight certain information, using the handout.

Beginning in September, 1994, each researcher will include oral reading in their daily language arts program. The researchers have scheduled 20 minutes per day for teachers to model oral reading for their students. This intervention will last through the

month of January, 1995. This period of intervention will coincide with one entire semester of the school's calendar. During this time, the teacher will read to the class daily, and will also monitor the class' progress as a whole. In each class, a specific time slot will be devoted to the readings, and this will change only in the event of interruptions such as assemblies or special events. In those cases, the reading time will still take place, although the time slot may be changed.

The three researchers will also supplant their own readings with additional performances by people outside the school setting. Various adults from the community, such as librarians, parent volunteers, and positive adult role models will be contacted and asked to read to the class. In order to enhance their reading, adult readers will be asked to prepare their oral readings ahead of time to adapt the book to the needs of the students involved. A handout will be distributed to those who agree to read to the class (Appendix H). This handout is based on Dwyer and Isbell's "Reading Aloud to Students" (1990), and will consist of instructional advice and "tips" for those who read aloud in the classroom setting.

School B:

During the first three weeks of the 1994-95 school year, the researcher from School B will conduct and assess survey and interview results (see Appendix D and Appendix E). The survey and interviews will be conducted with all of the students in the subject 11th grade junior honors English class. At this time, the planned intervention will also be initiated.

The planned intervention will consist of an oral reading and modeling, or "read aloud" program, that will be applied to the existing required literature curriculum by the researcher at School B. The intervention will include a combination of oral reading and modeling by the researcher to the students, and oral reading by the students themselves in class. Some of these readings will be curriculum based to incorporate required readings from the textbook, novels, plays, and poetry into an oral presentation mode to start the intervention, based upon Jim Trelease's guideline suggestions in *The New Read Aloud Handbook* (1989). Additional readings will be selected by the researcher from recommended reading list favorites to stimulate students' interests in doing additional independent readings. These additional selections will be chosen from other books available from the Thornridge Book Rental Library, *The New Read Aloud Handbook* (Trelease, 1989), and "Young-Adult Literature for Honors Students?" from The English Journal (Rakow, 1991). An instructional handout on good "listening" techniques that was developed by the researcher at School C (see Appendix I) will also be distributed and explained within the first three weeks of school to help the students maximize the use of skillful listening techniques during the oral reading presentations.

Beginning in the second to third week in September of 1994, the researcher will begin to implement the oral reading strategy on the required textbook reading material to read whole or partial introductions to selections that the students will then be asked to finish on their own, after they have been started in class. This strategy will be continued over the period of the intervention. The "read alouds" will be done by both the researcher

and by student volunteers. These will occasionally be supplemented by professional recordings of some of the textbook selections on records and cassette tapes.

This same strategy will be applied to the additional required reading materials also. *The Scarlet Letter* will be read aloud to the students by the researcher from "The Custom House" section. The first two chapters will then be read orally by a professional on a record while students follow in their books. After oral reading has introduced the students to the book, they will be asked to continue on their own, as the time factor does not allow for the entire book to be completed in class orally. However, they will also be given continued amounts of time to do fifteen to twenty minutes of silent reading time on at least three consecutive class days, after daily discussions on the completed home reading. In the past, the novel has been read on an individual homework basis, after the initial novel introduction by the researcher.

The Crucible (a play), was also read as silent homework in the past, but the intervention strategy will be applied here with students volunteering for parts, so that the play can be read entirely out loud in class. The researcher will be reading the stage directions and taking one or more part(s) if there are a lack of volunteers. The E. A. Poe stories and poetry will also be read entirely aloud in class by a combination of the researcher, student volunteers, and professional recordings. The novel *Huckleberry Finn* is also a normal component of the students' curriculum. The students will follow along with this selection in their texts as they listen to an excellent narration from the book on cassette tape, as it brings the vernacular dialect to life.

Another phase of the intervention strategy will be implemented late in October, at which time the researcher will begin reading from additional unrequired reading samples to stimulate student interest in independent reading. These readings will be given for a 15 to 20 minute period of time at least once per week, and twice that, if time permits, until the end of the intervention period. Students will then be encouraged to check out books that were begun, to finish on their own, if their interest was stimulated by hearing the first chapter or more, as well as simply to enjoy other short stories or poems that may be read aloud. Students will later be encouraged to bring in any of their favorite approved books to, likewise, be read to the class to share, either by themselves or by the researcher. During these readings, the students will not be asked to follow along in texts, but will be encouraged to just listen and "imagine."

The actual amount of classroom time devoted to oral reading will vary due to appropriate curriculum oral adaptations, amounts of additional oral reading materials for independent reading stimulation, and scheduling changes affecting the amounts of available class time from things like assemblies and other special circumstances. However, despite these variations, students will be read to by the teacher at least twice per week, if not more, during the intervention period. When students' oral reading and professional recordings are included, students will be exposed to oral reading from three to five days per week until the intervention is completed at the end of December.

School C:

The researcher at school C will incorporate a "read aloud" program into the standard curriculum. This intervention will be literature-based, and will consist of readings from the already-required curriculum, which has been predetermined by a faculty committee. The researcher will select passages from the current curriculum which are most appropriate for oral reading, based on the general guidelines suggested in *The New Read-Aloud Handbook* (Trelease, 1989).

An instructional handout has been developed by the researcher in order to teach "listening" techniques for students (see Appendix I). This handout will be distributed to each student during the first two weeks of the 1994-1995 school year. Students will also be instructed, through the use of modeling and lecture/demonstration, on the proper techniques for listening during an oral reading presentation. The instructor will model the various techniques explained on the handout and allow students to ask questions for clarification. The researcher will also review and highlight certain information, using the handout.

The actual readings will begin during the week of September 12 through September 16. This will be almost immediately after the pre-intervention surveys and interviews have been completed. The use of oral reading will continue fairly regularly until the intervention period ends during the week of January 9 through 13, 1995.

The actual amount of classroom time spent reading will necessarily vary, due to scheduling constraints, and curricular requirements. However, it is anticipated that students will be read to no less than twice each week, during the entire first semester of

the school year. During some parts of this period, the students will be exposed to oral reading as much as five days per week.

The sophomore curriculum during the intervention period has several works of literature which can lend themselves to oral reading. Three of the four major works are plays. These are Tennessee Williams' *The Glass Menagerie*, Shakespeare's *Julius Caesar*, and Sophocles' *Oedipus the King*. It is anticipated that these three works will be read in their entirety aloud, in class. This is in contrast to the more traditional, silent readings which have been used for these works in the past. Because they are dramatic works with multiple characters, students will also be given the opportunity to volunteer for roles, and join in the oral reading process. In no case will a student be coerced into reading aloud or required to read, however. This technique (of including students in the process) is especially recommended at the secondary level (Berliner, 1990; Neims, 1991). The fourth major work which is required reading for sophomores during this time is Golding's *Lord of the Flies*. This work is far too lengthy to cover aloud in class during the time frame allotted. Thus, sections will be chosen by the instructor which seem to follow Trelease's guidelines (1989), and these will be presented orally by the teacher to the students. Finally, there is also a brief unit on poetry during the intervention period. Again, the teacher will select some of the shorter poems, and orally present these to the students.

In addition to the curricular requirements, the instructor will supplement these readings with six "extracurricular" works of literature. These six works will be short stories, again chosen because they tend to be excellent examples of literature which

function well when presented orally. Each of these works will be brief (eight to fifteen minutes in length). The readings will occur regularly throughout the intervention period. These readings shall take place once every three weeks. These performances will vary from the curricular readings in that the students will be encouraged to "watch" these performances (as opposed to following along with the text).

Methods of Assessment

School A:

The methods used to assess the effectiveness of this intervention at School A will include surveys, interviews, and results from reading logs. The same survey which was used at the onset of the study (Appendix A) will be administered a second time to all of the targeted students at School A. This "post-intervention" survey will be administered during a two-week period (January 9 through January 20, 1995). The students will again answer the questions during class, and the confidentiality of the results will be stressed to the subjects. The results of these surveys will then be compiled and analyzed. The resulting data will be compared to that of the "pre-intervention" surveys.

Interviews will again be conducted, as an assessment of the degree of success of the intervention. Each of the three researchers will again conduct interviews with students who have already taken the above-mentioned survey. These interviews shall take place during a two-week period (January 9 through January 20, 1995). The questions asked during the interview process shall be identical to the questions asked

prior to the intervention, during September. However, this time, only a sampling of five students per researcher will be chosen for interviews. These students will be chosen at random, by means of a blind drawing. The results of these interviews will then be compiled, and analyzed. The resulting data will be compared to that of the "pre-intervention" interviews.

Another instrument which will be used to measure the degree of success is a reading log developed by the three researchers at School A (Appendix J). The reading log will be kept on a daily basis throughout the intervention period. This will involve the participation of both students and parents. Parents will be asked to verify the actual time spent reading by students, and to "sign off" on the pages read. This reading log includes an assessment of the child's silent reading, as well as any oral reading which the child does outside the classroom. In addition, it allows a student to record instances where he or she was read to by somebody else. The resulting data from these reading logs will then be compiled and analyzed.

Schools B and C:

The methods used to assess the effectiveness of this intervention at Schools B and C will include surveys and interviews. In addition, School B will use the results of quizzes that assess homework reading assignments, while School C will use the results from the students' Outside Reading Program.

The same survey which was used at the onset of the study (Appendix D will be administered a second time to all of the targeted students at Schools B and C. This "post-intervention" survey will be administered during a two-week period (January 9

through January 20, 1995). The students will again answer the questions during class, and the confidentiality of the results will be explained to them. The results of these surveys will then be compiled, and analyzed. The resulting data will be compared to that of the "pre-intervention" surveys, as well.

Interviews will again be conducted, as an assessment of the degree of success of the intervention. The two researchers will again conduct interviews with students who have already taken the above-mentioned survey. The interviews will occur during a two-week period (January 9 through January 20, 1995). The questions asked during the interview process shall be identical to the questions asked prior to the intervention, during September. The same five students who were interviewed in the "pre-intervention interviews" will again be asked to come in for a second interview. The results of these interviews will then be compiled, and analyzed. The resulting data will be compared to that of the "pre-intervention" interviews.

The students in the study at School B will be given identical quizzes, unit tests, and additional long term reading tests to the ones given to the 1993-94 class from the previous year, that were mentioned and analyzed earlier in Chapter Two. These scores will then be compiled and analyzed. The scores from the class on which the intervention will be used in the 1994-95 year will then be compared to those of the previous class.

The researcher at School B will also be employing an additional instrument to measure the degree of success in the form of a reading log that was developed by the researcher (see Appendix K). This reading log will be kept on a daily basis by the students and turned in every week, starting from the third week of class and continuing

throughout the entire period of the intervention until the end of December. The log will involve the participation of both students and parents. Parents will be asked to verify the amount of readings and the time spent reading that is to be recorded by the students in their log entries. These logs will contain records of the amounts of assigned and independent reading done by the students, as well as the amounts of time spent reading. The resulting data from these reading logs will then be compiled and analyzed.

Another instrument that will be used for measurement is a student checklist that was developed by the researcher from School B to note the attitudes of students towards oral and silent reading, as observed during class periods (see Appendix L). This checklist will contain random recordings of students' willingness to participate in oral reading and silent reading activities in class. These checklists will also be compiled and analyzed to see if they reflect any patterns in student behavior in relation to the use of the intervention.

The researcher at School C will also use a third means of assessing the degree of success of the intervention. The resulting scores of the Outside Reading Program (mentioned earlier, in Chapter 2), will be investigated. These scores will be compiled, and analyzed. These scores will also be compared with the Outside Reading scores from the sophomore honors class of 1993-94 (the previous school year).

Chapter 4

PROJECT RESULTS

Historical Description of Intervention

The purpose of this project was to improve students' reading motivation and their attitudes toward the reading process. Because students from three different schools were involved, at both the elementary and the secondary level, some of the intervention procedures were necessarily different. In all three cases, however, oral reading was used as the primary means of intervention.

School A:

The researchers at School A carried out all of the components of the proposed solution strategy. After assessing the survey and interview results taken during the first two weeks of school, the researchers took the following steps as intervention.

First, selected passages from age-appropriate material were chosen for oral reading. These selections were available for teacher, student and parent perusal. These books were chosen from Jim Trelease's *The New Read Aloud Handbook* (1989), and from a list of read aloud books compiled by a librarian. Selections included works from the accelerated reading list from the targeted school's library as well as other teacher selected works.

An instructional handout was developed to teach "listening" techniques for students. This was adapted by each researcher to meet the needs of their individual

classes (a copy of this material can be found in Appendix G). The materials were distributed to each student and parent during the first two weeks of the 1994-1995 school year. Students were instructed through the use of modeling, lecture, and demonstration on the proper techniques for listening during an oral reading presentation. The instructors modeled the various techniques explained on the handout and allowed students to ask questions for clarification. The teachers also reviewed and highlighted certain information, using the handout.

Beginning in September of 1994, each researcher included oral reading in their daily language arts program. The researchers scheduled twenty minutes per day to model oral reading for their students. This intervention lasted through January of 1995. This period of intervention continued for one entire semester of the school's calendar. During this time, the teacher read to the class daily, and monitored the class' progress as a whole. In each class, a specific time slot was devoted to the readings, and this changed only if there were interruptions such as assemblies or special events. In those cases, the reading time still took place, although the time slot was changed.

The three researchers also supplanted their own readings with additional performances by people from outside the school setting. Various adults from the community, such as librarians, parent volunteers, and positive adult role models were contacted and asked to read to the class. In order to enhance their reading, adult readers were asked to prepare their oral readings ahead of time to adapt the book to the needs of the students involved. A handout was distributed to those who agreed to read to the class (Appendix H). This handout is based on Dwyer and Isbell's "Reading Aloud to

Students" (1990), and consists of instructional advice and "tips" for those who read aloud in the classroom setting.

The teacher/ researcher also attempted to make the students aware of the oral readings. To record the stories that were read during the oral reading period in the second grade, the name of each title and author was transcribed onto a paper strip to represent a book spine. These "spines" were then glued on a large construction paper bookshelf. The spines were color-coded in sets of five so the students could count by units of five the number of read aloud books which had been presented in the classroom. Daily read aloud charts were kept within the third grade classrooms.

Professionally recorded stories were played during some oral reading sessions for variety. These featured well-known actors and other professionals reading stories, as well as background sound effects. On one occasion a storyteller was invited to tell a story to the targeted students. Although this performance was not literally read to the students, the performer explained that the story did, indeed, come from a book, and that this was just another way of finding enjoyment in literature. This presentation seemed very well received by all of the students.

For the month of October, there was a teacher-made "read aloud tape" for the story of "The Legend of Sleepy Hollow." Eight teachers volunteered to read sections of the story on tape. The tape was played daily, and the students tried to guess who the mystery readers were. They recorded their guesses on a graphic organizer. At the end of the mystery tape, the winners received stickers, bookmarks, or books as prizes.

The targeted students at School A were given a letter explaining how this was the "year of the reader" in the targeted classrooms. This letter introduced the Reading Log (see Appendix J), which would be implemented as part of the intervention for the school year. Included in this letter was a sample reading log page, excerpts from Jim Trelease's *The New Read-Aloud Handbook* (1989), suggestions for read-aloud books, and an invitation for parents to come and read orally to the students. Also, a handout explained that efforts would be made to register students for ownership of a public library card. A slip was included for the parents to return so it could be confirmed that the information had been received. Prior to sending the information home, the reading log was explained to the students and any questions they had were answered. Each student received a manila folder which contained one reading log sheet (see Appendix J). Each day the reading logs were collected and stamped. When a student read for five days, they would receive a sticker for their reading log. The teachers expected the students to either read to others or to listen to another reader each night. It was understood that due to certain schedules, this may be unrealistic, yet the teachers encouraged the students to do some reading at least six days out of the week.

In addition to the reading logs, the researchers took part in the Pizza Hut "Book It" Program. This program offers a free individual pizza each month for students who read the required number of books determined by the classroom teacher. The program ran from October through February. If every student in the classroom completed the required reading for four out of the five months during the time that the program was offered, the entire class would win a free pizza party. The children could also record the

books that they read for the "Book It" program in their reading logs, as long as they had been read aloud.

In the targeted classes, as the students' attention spans lengthened and they matured as independent readers, a silent reading period was added to the daily schedule. Material of their choosing could be read at this time.

Monthly bulletin boards, both student-constructed and teacher made, were designed around a book theme. Students were encouraged to take pride and show enthusiasm in creating these bulletin boards. Bulletin boards were displayed in the hallway and in individual classrooms.

Activities that were based on some of the read aloud selections were also part of the intervention. After stories were read by an adult, a writing activity was often used. The students were directed to write a different ending to the story, to interview a character from the selection, to write another story with one of the characters, or to role play situations from the story. In one of the targeted classes, students created big books that were made after a presentation of Shel Silverstein's poem, "The Land of Happy." Then the students shared these books by reading them aloud to first graders from the same school. This added enrichment to the use of the read aloud sessions and allowed the students to think about what they had heard.

All of the classes were taken on a field trip to see a play of one of the selections read as part of the intervention. *Charlotte's Web* was read to the two third grade classes and they then traveled to a professional children's theatre to see a production of this

work. The second grade class was taken to see a semi-professional production of *Sleeping Beauty* after having this classic tale read to them.

At the conclusion of the intervention period, the targeted students were again surveyed on their reading habits and attitudes. Also, interviews were conducted in an attempt to assess the effects of this solution strategy.

School B:

The objective of this project was to increase the motivation of high school students to read and to improve their attitudes toward reading. The implementation of an oral reading and modeling, or "read aloud," program was selected to effect the desired changes. This oral strategy was to be applied to the existing required literature curriculum and also to additional independent readings, using a combination of oral reading and modeling by the teacher/researcher to the students, oral reading by the students themselves, and professional recordings of some of the required curriculum selections on records and tapes.

During the first week of the 1994-95 school year, surveys and interviews were conducted with all of the students in the subject 11th grade junior honors English class. A sample of these can be found in Appendix D and Appendix E. When these were completed, students were given the instructional handout on oral reading which can be found in Appendix I, and the oral reading strategy was begun by the researcher in the first week of September, or the second week of school. This oral reading strategy was maintained throughout the intervention until the end of December as planned.

From the first week of the intervention to the end of December, readings were taken from the required curriculum materials. The readings chosen for this first phase of the intervention included *Adventures in American Literature* (textbook), *The Scarlet Letter*, *The Crucible*, *Eighteen Best Stories of E. A. Poe*, and *The Adventures of Huckleberry Finn*. Original intentions were for students to keep the books from each additional curriculum required reading until completed for class, but during the oral reading of *The Crucible*, the books had to be collected and replaced a day later because of a departmental time limitation policy for passing on books to another teacher and class, due to the limited supply of additional required reading books. The same quizzes and tests on the required curriculum materials that were given to the previous class and used as sample scores were also administered to the targeted class for comparison. Samples of the three quizzes can be found in Appendix M. Samples of the two unit tests can be found in Appendix N. Samples of the three required reading tests can be found in Appendix O.

Seven weeks into the intervention, the third week in October, the readings, previously solely taken from the required curriculum materials, were expanded and supplemented with additional unrequired readings selected by the researcher to stimulate students' interest in doing additional independent reading. This second phase of the intervention was initiated as scheduled and was employed once per week for the remainder of the intervention. After each of these readings, the students were encouraged to check out books to finish on their own, or simply to enjoy the additional stories and poems read aloud to them at the time. Original plans called for the additional readings to

be given for a 15 to 20 minute period of time at least once per week, and twice that, if time permitted. However, from the initiation of this phase, the readings were limited to 10 minutes in length and used once per week only. This was necessitated by curriculum content coverage requirements and schoolwide class schedule time change constraints, as well as the use of the oral strategy itself that further limited the amount of class time available for the additional unrequired readings. The readings chosen for phase two included *The Farmers' Almanac*, "The Man that Was Used Up" and "The Case of Mr. Valdemar" by Poe, "Thanatopsis" by Bryant, *The House of the Seven Gables*, *Billy Budd*, *Yellowstone Bear Tales*, *Watership Down*, *I Know What You Did Last Summer*, and *Killing Mr. Griffin*.

Fifteen weeks into the intervention, the third week in December, the students were asked to give critiques and recommendations to the class on the books they had checked out from the researcher for independent reading for the second phase of the intervention. This was done twice (once per week), until the end of the intervention. Original plans called for the students to bring in their favorite approved books to be read to the class to share, either by themselves or by the researcher, to stimulate student interest in reading. This modification was necessitated, likewise, by curriculum content coverage requirements and schoolwide class schedule time change constraints, and time limitation from the use of the oral strategy itself. In addition, the modification was also necessitated due to many students being out of class for field trips and absences, and the researcher also being out of class for conferences and workshops. The readings chosen by the

students for their class critiques were *I Know What You Did Last Summer*, *Killing Mr. Griffin*, and *Billy Budd*.

Despite these variations, students were exposed to oral reading from three to five days per week throughout the entire period of the intervention. The students were read to at least twice per week by the teacher. When students' oral reading and professional recorded readings were included, there were five weeks when oral reading was used for four days and one week when the oral reading strategy was employed for five days.

In order to help determine the amount of assigned and independent reading which occurred during the intervention, reading logs were passed out to the targeted class students at the beginning of the second week of the intervention. At this time the student recording and collection procedures were explained. These logs were individual weekly diaries in which students were asked to report the number of pages they had read. These were collected at the beginning of each week throughout the entire intervention period and covered a seven day period each, including weekends and vacation periods. A sample reading log can be found in Appendix K.

Throughout the intervention, teacher observations on the targeted subjects' reading habits, comments, and attitudes were continuously made by the teacher/researcher. These were recorded in a teacher journal during the whole course of the intervention, and for scattered times on a checklist observation sheet beginning from the first week of the intervention to the fourteenth week of the intervention. A sample of this checklist can be found in Appendix L.

School C:

The researcher at School C administered the pre-intervention surveys during the first week of the school year, and began conducting the interviews during this time. The entire targeted class had been individually interviewed by the end of the second week of school. Also, the instructor administered a handout to aid in the teaching of "listening" techniques for oral reading. This handout (see Appendix I), was developed by the researcher, and contained advice on how to enhance the process of listening to an oral reader. A classroom discussion was held which also related to good reading habits, as well as good listening habits. At this time, the teacher/researcher modeled some of the techniques explained on the handout. A brief short story, popular with high school students, was used for this purpose.

The targeted students at School C began their literature-based curriculum with a study of the novel, *A Separate Peace*. In the past, this work has typically been read in sections, outside of class. Students were then given a series of periodic quizzes as a "check" to find out if they had done their reading. As a part of the project implementation, the targeted students either read aloud or listened to almost one-half of the novel. Some oral reading took place at least four days out of each week, with the students assigned to additional silent readings on weekends. The novel took three full weeks to read, which was somewhat longer than it had taken in previous years. On some days, the instructor read to the students. On other days, students were encouraged to volunteer to read. The instructor chose three key scenes which have a lot of conversation

for these latter occasions. Individual students could then take on "roles," and recite only one character's lines. Yet another student could volunteer to be the narrator.

Immediately following the first unit, short stories were studied. The curriculum requires that certain common elements of literature be taught, but the instructor is given a great deal of latitude in choosing the stories that the students read. Because of this, stories were carefully selected according to their potential for use as a "read aloud" story. This unit lasted two weeks, approximately the same amount of time that has typically been spent on this unit in previous years. The first four stories were read aloud by the instructor. The students were told in advance which of the literature elements they were to concentrate on, and each story was analyzed in detail after the reading. The fifth, and final story, was read to the students by a "guest reader." This performer, a student at the high school, was a member of the high school's speech and performing arts team and specialized in reading prose orally to groups.

The sixth and seventh weeks were devoted to a complete oral reading and study of the ancient Greek tragedy, *Oedipus, the King*. The practice in most of the classes in the past has been to read this entire work aloud, as it is somewhat brief, and the students are studying it as both drama and literature. For this task, the instructor asked for volunteers to "pre-read" scenes ahead of time, so that the classroom readings would be as entertaining and enlightening as possible. This approach seemed effective. Students who had come to enjoy the public readings seemed very willing to do the extra work. For the most part, they seemed to prepare for the readings, and they were some of the best that the instructor has witnessed. The teacher volunteered for the role of Oedipus, and

students volunteered for all of the other roles with almost no reluctance whatsoever. It should be noted that the translation which was used was an acting version which is reasonably accurate to the original text. The instructor believes that this particular translation, by Bernard Knox, is superior to many of the others for purposes of public performance. The language is relatively free of slang and straightforward, without being overwhelming for the typical high school sophomore.

Week eight of the intervention period consisted of the introduction of yet another major work of literature, *The Lord of the Flies*. This novel by William Golding has many sections which "lend themselves" to oral reading. Again, scenes were carefully selected in advance that might function well as passages for oral reading. Students and the teacher/researcher again shared the reading chores. The instructor noticed throughout the readings that sections which had a lot of conversation seemed to maintain the students' interest to a greater degree. Because of this, the instructor made a conscious effort to choose more of these types of passages for oral readings. Students were often able to assume a particular role in these cases, and read all of the dialogue spoken by a particular character.

Again, time became an issue in this process. Oral reading naturally tends to take much longer than silent reading. This is especially true when the instructor and students desire to interrupt the reading process and discuss issues that have just been raised by the literature. The instructor noticed that these discussions were important, and seemed to enhance the students' interest beyond that demonstrated by previous classes. However, the time constraints which are built into the curriculum were often in direct conflict with

this practice. The instructor attempted to achieve a balance, but often found this to be difficult, if not impossible. The unit on *Lord of the Flies* lasted a full five weeks, approximately two weeks longer than the amount of time that has been devoted to it in previous classes.

The final unit of the semester was Shakespeare's tragedy, *Julius Caesar*. Most of the students had been exposed to only one other Shakespeare work, and the language of the play is the biggest obstacle to overcome for most high school students. Handouts were prepared in advance, including scene-by-scene vocabulary lists. Before any scene was read, the instructor distributed these, and briefly discussed each vocabulary word, noting whether it was archaic, poetic, or merely a slang term from the time period.

Because of the difficulty of the language, the methods used to read aloud were different from those used earlier with *Oedipus, the King*. In this case, the actual readings were done with daily volunteers. Each day, the instructor would ask for any volunteers who would like to read a particular role. Students were encouraged to volunteer, with promises that the instructor would help them with any difficult pronunciations as they came up.

This method seemed to work fairly well, although it did not seem quite as successful as the practice of having students "pre-read" the scenes ahead of time. The instructor's fears that students who tried to read Shakespeare's dialogue on their own might feel overwhelmed had led to this change in strategy. It would be interesting to see if these fears are real, or imagined. The advantages of having readings that tend to be

more "polished" might outweigh the disadvantages of asking a sophomore in high school to try to comprehend Shakespeare outside of class, with little or no assistance.

The issue of time finally caught up with this targeted group at the end of the semester. The curriculum at School C mandates that the unit on *Julius Caesar* be completed by the semester's end, as some students may experience a schedule change at this time, and continue with a new teacher. Similarly, new students who have already completed their reading of this play may be added to this group. Unfortunately, the targeted class had only read up to Act IV, Scene 2 by the conclusion of the semester. Approximately one-fourth of the play had not been read. It is believed that the only reason that this occurred was the large amount of oral reading which was done, and the increase in time which this causes. The problems this produced included a revision of the final exam, and coordination with other instructors who teach the same course.

In addition to the use of oral reading as a means of presenting the literature curriculum, the instructor also brought guest readers into the classroom. One of these was a faculty member who specializes in poetry reading. This history teacher read selections of African-American poems during a brief respite from the regular required curriculum.

Also, students watched members of the school's speech team perform selections which they had rehearsed for competition. Two days in a row, the class went to a lecture hall, and watched as 22 students performed prose readings, verse readings, interpretive solo scenes, and some duet acting scenes. During these two days, students were excused from all other classes for one-half of each school day. In the past, one or two members of

the speech team have performed for an occasional class at a teacher's request. This targeted group was exposed to a much more complete and formal presentation in an effort to enhance their exposure to oral communication.

Throughout the implementation, the instructor periodically reminded students of the listening techniques for oral reading. In all cases where the literature curriculum was being read, students were asked to "follow along" visually with their own copy of the text. Students were not allowed to daydream, or "doze," or work on other assignments during the readings. There were only rare cases where an individual student had to be reminded of his or her responsibility in this area. On occasions when a guest reader was to perform, a discussion was held in advance, in which students were encouraged to watch the performer. They were reminded that the facial expressions, gestures, and movement of the speaker would reinforce the author's message. The importance of proper audience etiquette was also emphasized at all times.

Presentation and Analysis of Results

School A:

The surveys that were originally distributed at the onset of the study (see Chapter Two), were again administered to the targeted elementary students. In all three of the targeted classes at School A, this occurred after the intervention period. The questions which made up the survey were identical to the pre-intervention surveys. Also, efforts were undertaken to ensure that the manner in which the survey was conducted was identical to the administration of the pre-intervention survey. The students were informed in advance that the results were completely confidential, and they were encouraged to be as "honest" as they could. Four of the questions dealt with the reading habits of the students. One question asked whether students were read to, while another asked if students read to others. Another question asked if students were able to find books at the library. Finally, students were asked their feelings about receiving a gift book. The results of the surveys distributed before the intervention in all three classes at School A were compiled (see Appendix P), and the resulting numbers were compared with the post-intervention surveys (see Appendix Q). A comparison of the resulting numbers from the two surveys is summarized in the chart below (Figure 1):

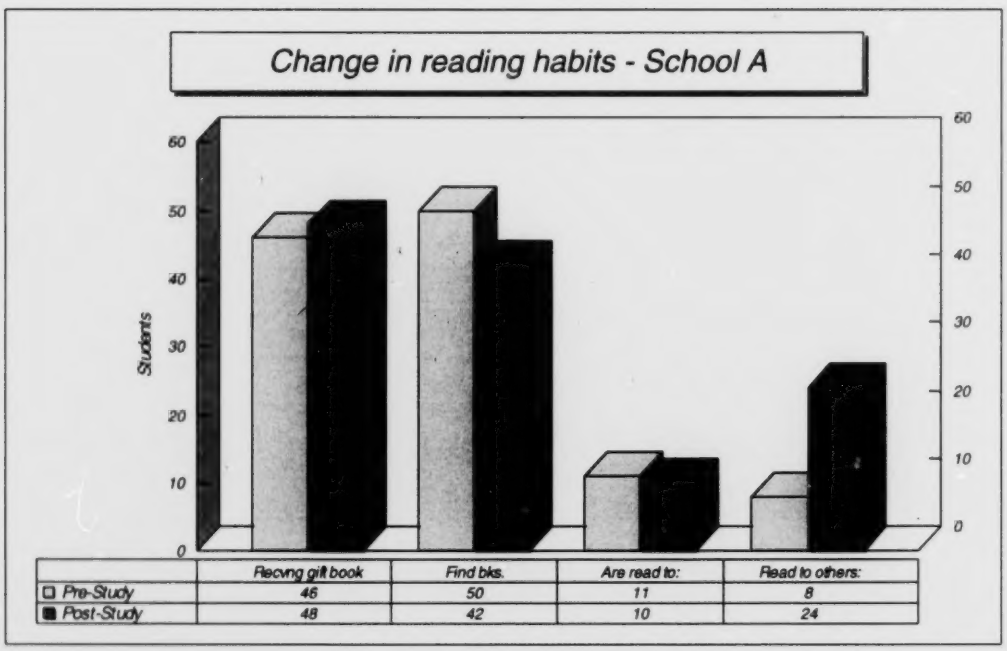

Figure 1
Survey Results – Reading habits, School A
(2nd & 3rd Grade Students).

The results above indicate that a substantial majority of the 53 surveyed students do enjoy receiving a book as a gift. The lighter shade of gray, above, represents results obtained from the pre-intervention surveys. The data reflected in the darker shade of gray is used to represent results from after the intervention. The number of students who indicated that they would enjoy receiving a gift book increased by two, as compared with the earlier pre-intervention survey. The total number of students who reported being able to find books they enjoyed in the library showed a decrease, as did the number of students who were read to by someone else. It is possible that the decrease in the number of

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students who reported success at finding reading material in the library was partly due to their increased knowledge of specific authors, genres, and types of books they were seeking. The number of students who reported that they read to others tripled from the preceding survey, from 8 to 24. The implementation of the reading logs as an intervention strategy was probably a factor in this result.

Individual interviews were held with all of the targeted students at School A. In every case, the interviews were conducted by the students' regular classroom teacher. The questions asked were identical to the interview questions that had been asked at the onset of the study. Some of the questions asked about the child's perceptions about reading. The interviews asked students about their overall feelings toward reading. The targeted students were each asked whether they enjoyed silent reading, and whether they enjoyed oral reading. They were again asked how they might feel upon receiving a book as a gift. The interview results from before the intervention were tallied (Appendix R), and compared to the post-intervention results (see Appendix S). A summary of these numbers for all three classes from both the pre-intervention interviews and the post-intervention interviews follows, in Figure 2:

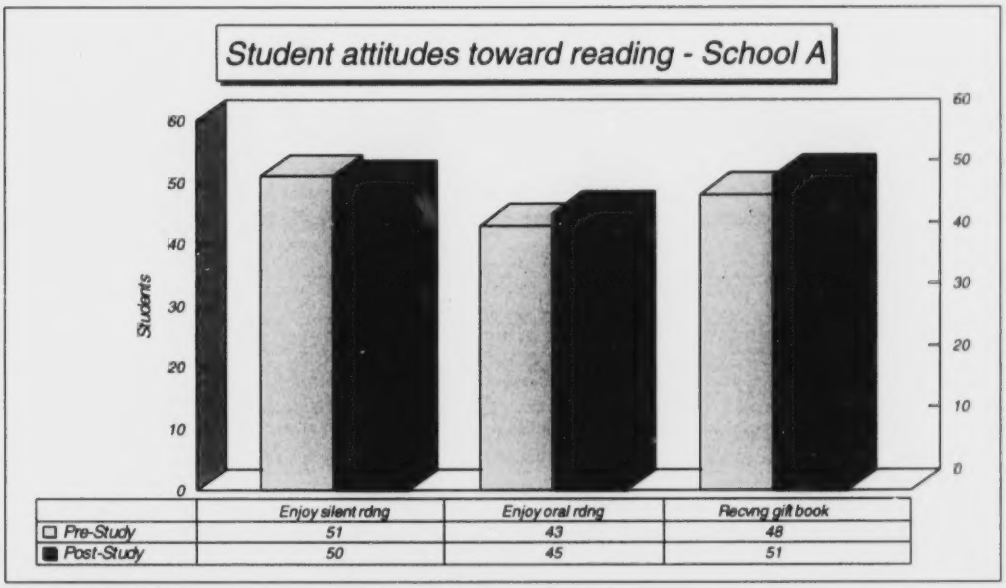

Figure 2
Interview Results – Attitudes toward reading, School A
(2nd & 3rd Grade Students).

The results above indicate that almost all of the targeted students do enjoy silent reading, although the number decreased by one from that of the pre-intervention interviews. The pre-intervention results are again represented by a lighter shade of gray, and figures for the post-intervention interviews are depicted with a darker shade of gray. The number of students who indicated that they enjoyed reading orally showed a slight increase (two students), when compared with the same figures from the earlier interviews. The number of students who expressed a desire to receive a book as a gift also showed an increase from 48 students (in the pre-intervention interviews) to 51 students (in the post-intervention interviews).

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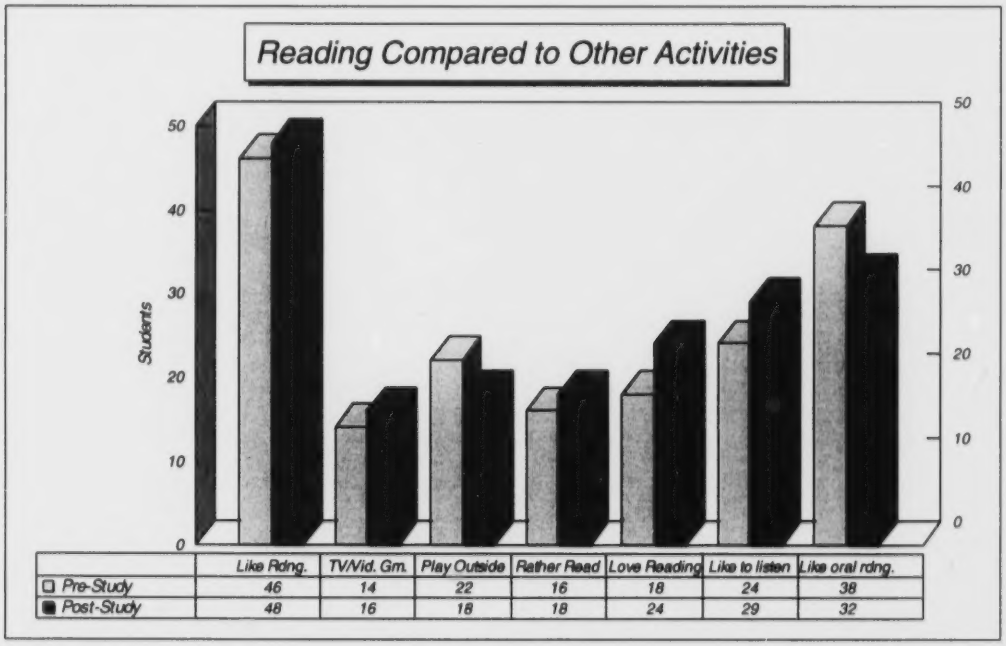
The surveys also asked several questions that attempted to determine the students' overall attitudes toward the reading process, as well as their attitudes toward specific types of reading. Students were asked whether they liked reading, overall. They were then asked to rank their favorite "pastimes." These included playing television or video games, playing outside, or reading. They were also asked their feelings about oral reading, as well as how they felt about listening to someone else read. The results of these questions from all three classes were compiled, and a comparison of these numbers with the original results (before the intervention commenced) can be found in Figure 3, as follows:



	Like Rdng.	TV/Vid. Gm.	Play Outside	Rather Read	Love Reading	Like to listen	Like oral rdng.
Pre-Study	46	14	22	16	18	24	38
Post-Study	48	16	18	18	24	29	32

Figure 3
Survey Results – Comparison of reading and other activities, School A
(2nd & 3rd Grade Students).

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The results above indicate a slight increase in students' enjoyment of reading, as compared with other activities. Students were asked to rank their preferences regarding different activities, and the number of students who indicated they would enjoy "playing a video game" or "watching television" increased. There was also a noticeable increase in the number of students who reported their love for reading, as well as those who indicated that they enjoyed being read to. However, the largest change from the pre-intervention surveys was in the area of oral reading. Surprisingly, the total number of students who reported that they enjoyed this activity decreased, from 38 to 32. The reason for this is not known.

Some of the interview questions dealt with the child's perceptions about reading. Students were asked whether they could "tell" about a favorite book, and whether they could identify a favorite author. They were also asked whether they believed some of their friends enjoyed reading. The results from all three classes were tallied, and compared to the pre-intervention results. A graph depicting the results of these questions from the pre-intervention interviews and the post-intervention interviews follows:

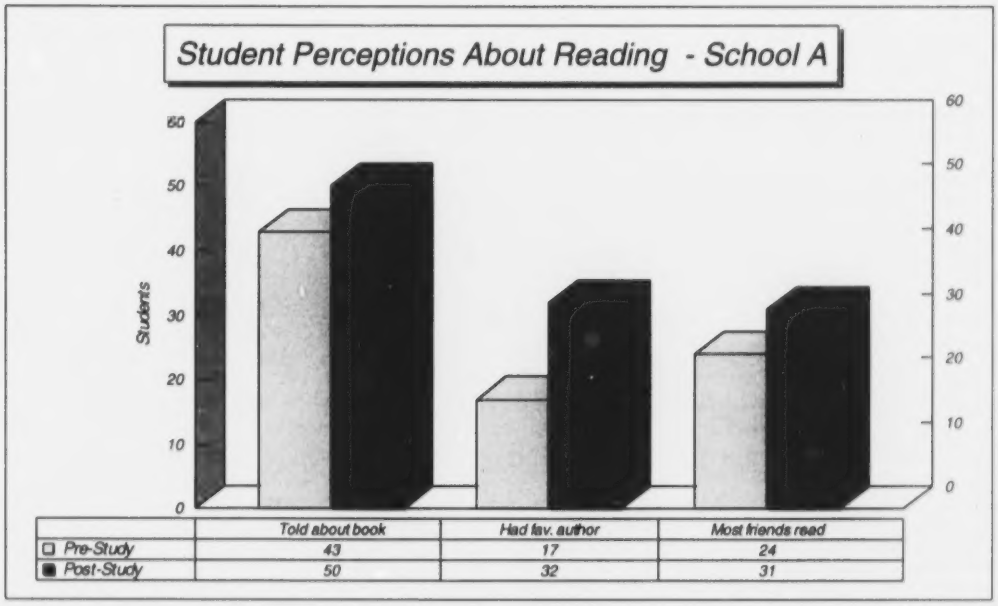

Figure 4
Interview Results – Perceptions toward reading, School A
(2nd & 3rd Grade Students).

The results above indicate the students' awareness of reading increased when the post-study results are compared with the pre-study results. The number of students who were able to "tell about" a favorite book after the intervention was 50 (94.3 percent). This increase could be due to the intervention, although other factors may have also had an influence. The number of students indicating a favorite author almost doubled from 17 to 32 students. The number of students interviewed was 53. The total number of students indicating a favorite author increased from one third of the students in the pre-study interviews to more than one half of the students in the post-study interviews. Seven more students thought that "most" of their friends liked to read in the post-study

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results. As shown in the graph, students' perceptions about reading seemed to improve somewhat from the pre-study interviews to the post-study interviews.

The surveys also asked the elementary students for information on their library usage. The researchers were curious if the intervention would have any affect in this area. One component of the intervention was an attempt to register students at the local public library, so students could have "ownership" of their own library card. While possession of such a card is not a guarantee of any additional motivation to read, it may increase the opportunities for a child to read, especially for some. The results were compiled, and compared with the earlier pre-intervention responses. The graph below indicates both the pre-intervention and post-intervention data on library usage, as well as ownership of library cards (Figure 5).

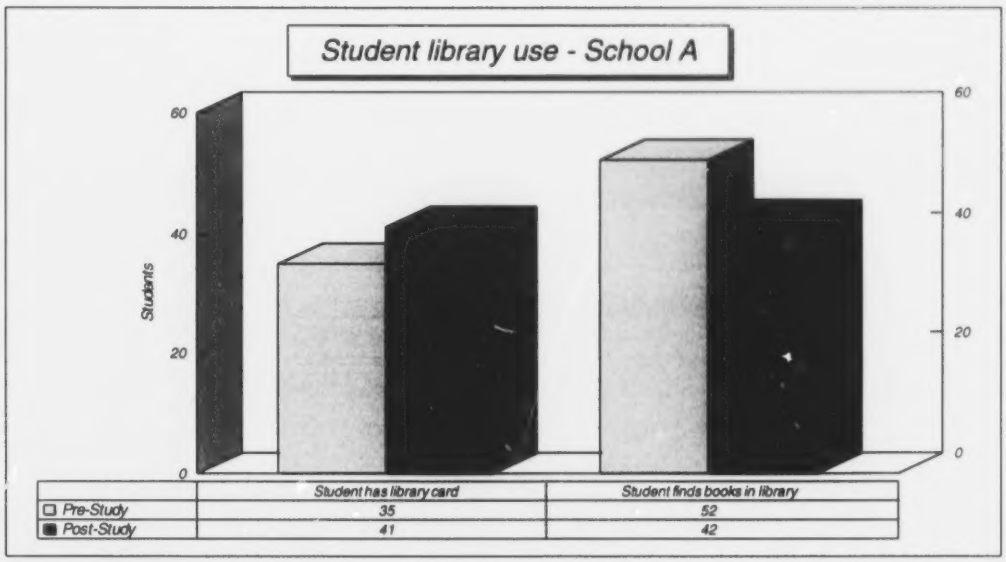

Figure 5
Survey Results – Student library use, School A
(2nd & 3rd Grade Students).

The results above indicate that the number of students owning a public library card has increased while the number of students able to find books they enjoy in the library decreased. Six more students in the post-study survey indicated that they owned a public library card. It should be noted that the intervention included an effort in assisting and encouraging students to obtain a library card. The intervention appeared to augment the number of students who owned cards. The number of students finding books in the school library has decreased. All three of the targeted classes reported a decrease in this area. This year a specified library time was not scheduled for each classroom. This may be one factor causing a decrease in the number of students who indicated that they were

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successful at finding library books which they enjoyed. Also, classroom libraries are available in each of the targeted classes. These classroom libraries were not included as a factor in the survey.

The interviews also asked the elementary students for information on the presence of reading materials in the students' homes. One question asked students to describe the types of reading materials that could be found in their homes. Another question asked the children to describe the types of books they actually owned. Students were also asked to describe how often they visited the public library. While this question did not indicate whether the students were actually checking out any books to bring home, it might indicate a change in the reading habits of the students. The total numbers for each type of reading material were added together, and these numbers can be compared with the pre-intervention interviews using the chart below (Figure 6):

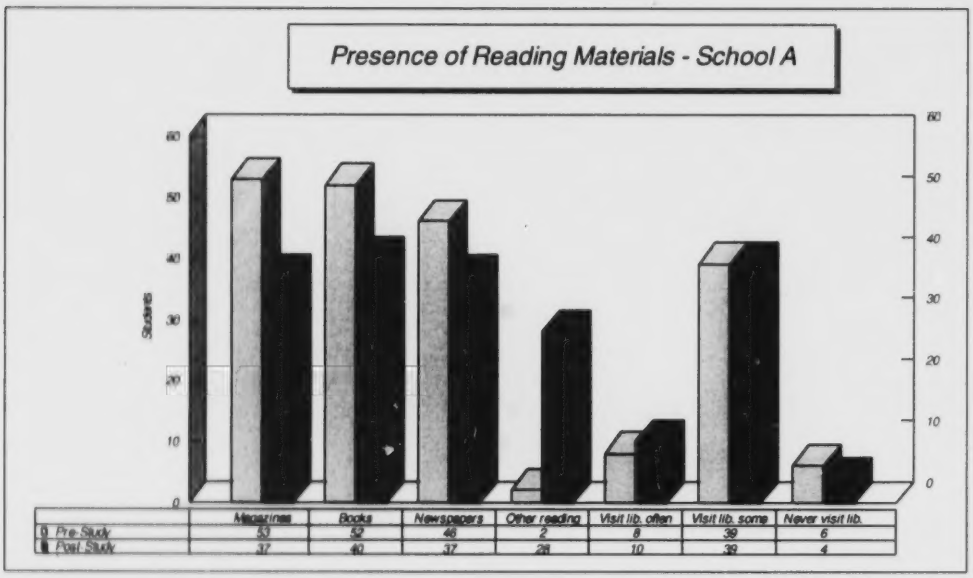

Figure 6
Interview Results – Presence of Reading Materials, School A
(2nd & 3rd Grade Students).

The results in Figure 6 indicate that there was a significant increase of other reading materials owned by the students in their homes. The post-intervention interviews also indicated an increase in how often the students visited the library. According to the post intervention results, two more students visited the library "often." The number of students who reported that they "never" visit the library decreased by two. The results indicated a decrease in the amount of certain types of reading materials that the students owned. The researchers were somewhat surprised that the number of books, magazines, and newspapers owned by the students decreased. However, they also suspect this data may be somewhat questionable. The targeted students may have been confused by earlier

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questions that asked about their "ownership" of certain forms of reading materials. They may have only counted those reading materials which they themselves owned, as opposed to all of the materials which could be found in their household. This seems quite possible due to the age of the participants.

The surveys also asked students about their television viewing habits. The number of students who reported watching television for three or more hours per day was compared with the same number from the pre-intervention surveys. These numbers are charted on the graph shown in Figure 7.

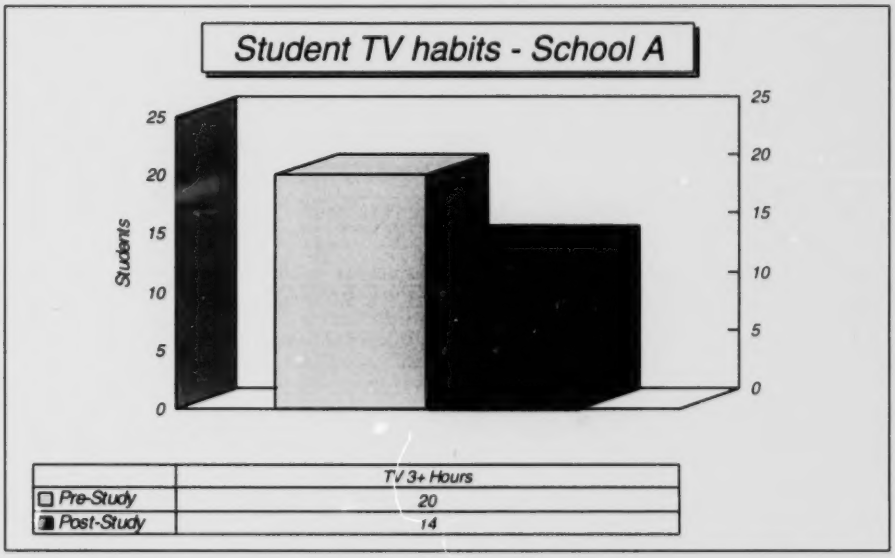

Figure 7
Survey – Student television habits, School A
(2nd & 3rd Grade Students).

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The results above indicate that there was a decrease in the amount of TV watched three hours or more a night by individual students. Figure 7 also indicates that six students reported watching fewer hours of TV than what had been reported on the pre-study surveys. All three researchers from School A were impressed with the decrease of time which students indicated they were devoting to television viewing.

The post-intervention interviews also asked students to estimate the time they devoted to the watching of television. Also, one question asked students to describe the number of hours they spent each day playing video games. The resulting answers from all three elementary classes were totaled, and the results follow, in Figure 8:

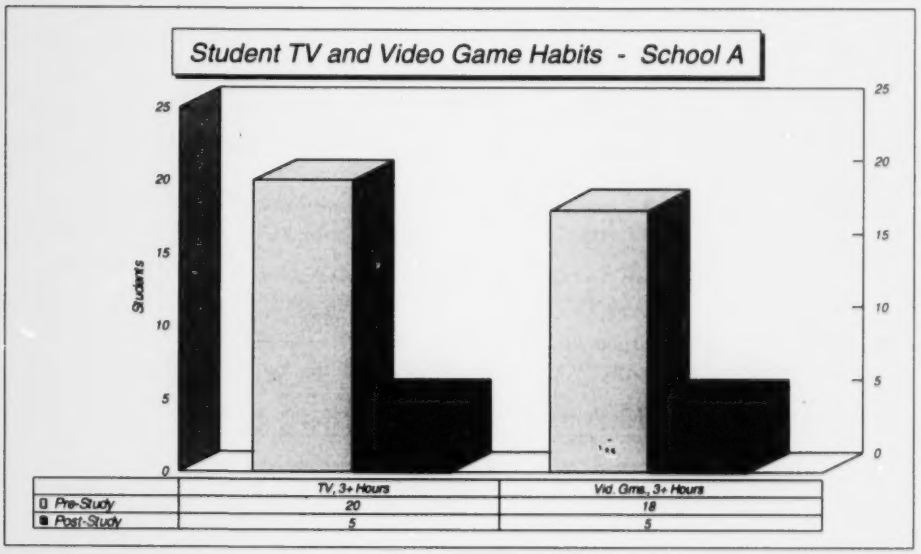

Figure 8
Interview – Student television and video game habits, School A
(2nd & 3rd Grade Students).

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The results in Figure 8 would seem to support the possibility that students' exposure to the media did decrease. After the intervention, students indicated a sizable decrease in the number of hours they devoted to both watching television, and playing video games. The pre-study indicated that 20 students reported watching TV for three hours or more on a typical day, and the post-study showed only 5 students watching the same amount. This supports the results obtained during the surveys. The interview results indicated that the number of students who reported playing video games for three or more hours per day showed a noticeable decrease. This number went from 18 on the earlier, pre-intervention interviews to only 5 on the post-study interviews, a decrease of 13 students. It appears that oral reading did have an observable impact on the students' exposure to the mass media.

It was observed by the researchers that there was an increase of books read during the Pizza Hut "Book It" program when the targeted classes were compared to the classes from the previous year at the same school. Due to the efforts of the teacher, as well as some obvious peer pressure, one of the classes earned a classroom pizza party. This represented a slight improvement over the preceding year's results from the same "Book It" program. In the year prior to the intervention, none of the three teachers had success with this program. On the whole, however, the instructors were not impressed with this program, nor the results. The researchers found that, without constant reminders or the intervention of parents, some students were never able to achieve their goals. This supports the idea expressed by many educators, that reading motivation should be intrinsic, and not extrinsic.

School B:

The same surveys which were originally distributed at the outset of the study (see Chapter Two), were again administered to the targeted high school honors students at School B. This was done as soon as possible after the intervention period had ended. The questions which made up the survey were identical to the pre-intervention surveys. Also, efforts were undertaken to ensure that the manner in which the survey was conducted was identical to the administration of the pre-intervention survey. The students were informed in advance that the results were completely confidential, and they were encouraged to be as "honest" as they could. Students were asked about the types of reading material which they typically read. They were also asked whether they typically completed assigned readings for homework. Finally, they were asked about their overall attitude toward the reading process. The results of the pre-intervention surveys from all the honors English class at School B were compiled, and the resulting numbers were tallied (Appendix T). Then, the individual results from the post-intervention surveys were tallied (Appendix U). These numbers from the post-intervention surveys were compared with the pre-intervention surveys. A summary of the numbers from the two surveys appears in the graph below (Figure 9):

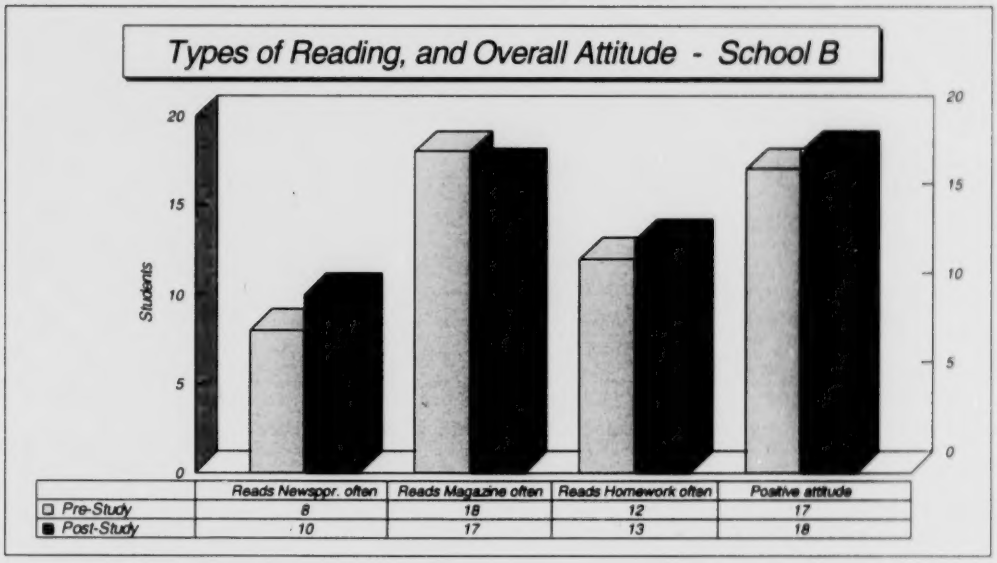

Figure 9
Survey – Types of materials read and overall attitude toward reading, School B
(11th Grade Honors Students).

The above results indicate that the intervention appears to have had only a moderate effect on the types of reading and overall attitudes of the targeted students. Although the students reported a slight increase of two students (8.6 percent) claiming to read newspapers more often, from 33 up to 41.6 percent, there was a decline of one student claiming to read magazines often, from 75 to 70.8 percent. Likewise, the number of students that reported reading their homework often and having a positive attitude toward reading was increased by one student each. Those reading homework often went from 50 to 54.1 percent, from 12 to 13 students, and those having a positive attitude

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toward reading went from 17 students (70.8 percent) on the pre-intervention surveys to 18 students (75 percent) on the post-intervention surveys.

Further analysis of the data may reveal more. This shift in preference for newspaper reading may reflect the increased positive attitude towards reading on a daily basis, as some students were observed bringing newspapers to class as the intervention progressed. As newspaper reading was offset by a decline in magazine reading, this could simply reflect a redistribution of time taken from one reading area to increase in another, but there was still more of a positive increase than decrease overall. The increase in homework reading may be attributed to orally starting and completing greater parts of the assignments in class, but those 54.1 percent reported that they were completing their homework more often, and not just reading more homework often. Finally, although only one student appears to have improved in positive attitude, two students have actually improved (8.3 percent), as one moved from a "dislike" of reading to a "neutral" state, and another who had reported feeling "neutral" now indicated an enjoyment of reading. This last number is not represented directly in the chart but may be found in the tally sheets used for the interviews in Appendix V and Appendix W.

At the end of the intervention period, interviews were held with each student in the targeted class at School B. The interviews were conducted by the teacher/researcher, and the questions were identical to those asked before the study began. Several of the questions asked students to comment on their "feelings" and attitudes toward the various types of reading. One question asked how students would feel about receiving a book as a gift. The results of the interviews which were held before the intervention were tallied,

(see Appendix V) as were the results of the post-intervention interviews (see Appendix W), and a comparison of the aggregate results from all three classes was made (Figure 10, below).

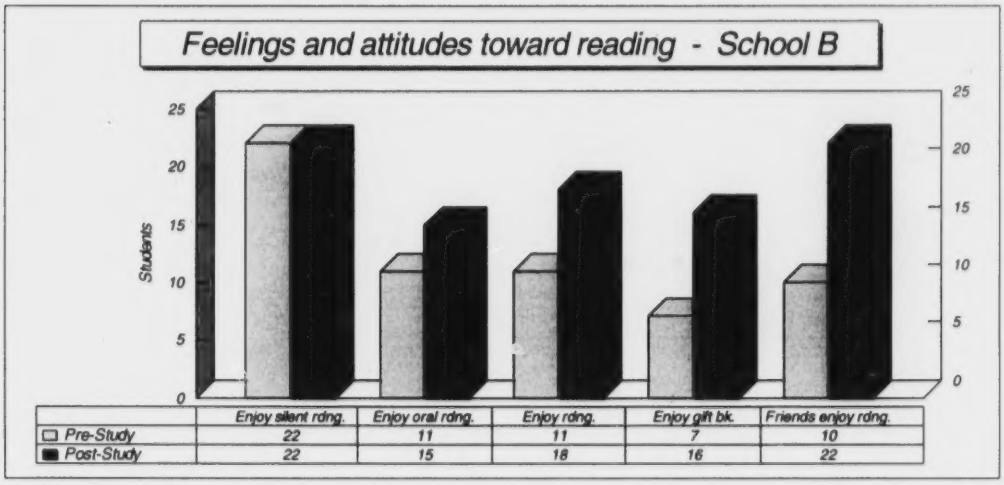

Figure 10
Interviews – Feelings and attitudes toward reading, School B
(11th Grade Honors Students).

The results above indicate that the intervention appears to have had a very positive effect on students' attitudes and feelings toward reading, as revealed in their post-study interviews. Also, their previous feelings toward reading in the pre-study surveys and interviews of 70.8 percent favorable on the surveys, compared to only 45 percent positive on the interviews (Appendix T and Appendix U), appears to have improved, to 75 percent, now favorable on both. The only area that showed no increase

was the already high 91.6 percent of students (22 of 24) who enjoyed silent reading consistently. Those feelings associated with enjoyment of oral reading and reading in general showed an increase of 16.7 percent (four students) in oral reading, up from 45.8 to 62.5 percent, and a more dramatic increase of 29.2 percent (seven students) in enjoyment of reading, up from 45.8 to 75 percent, which matches the "positive attitude" numbers from the survey in Figure 9. Teacher observations appear to support this increase for the enjoyment of oral reading, since in the early part of the intervention only a small percentage of the class, the same nine students, would volunteer to read orally, but by the end of the intervention, all but one student in the class would volunteer to read out loud.

Also of particular note is the dramatic 50 percent (12 students) increase in the number of students that reported that they now felt that their friends enjoy reading, up from 41.6 to 91.6 percent, for a total of 22 of 24 students. The possibility that so many students had exchanged their friends for new ones to reflect these differences seems unlikely, and it appears that these great positive perception shifts are related to the intervention.

The post-intervention survey also asked students to estimate the number of books they had read during the past twelve month period. Students were asked how many books they had read for pleasure, as well as how many books they believe they had read for their classes. A "class average" was then compiled for each of the types of reading asked about, and the results were compared with the pre-intervention survey administered at the outset of the study. A comparison of these class averages follows, in Figure 11.

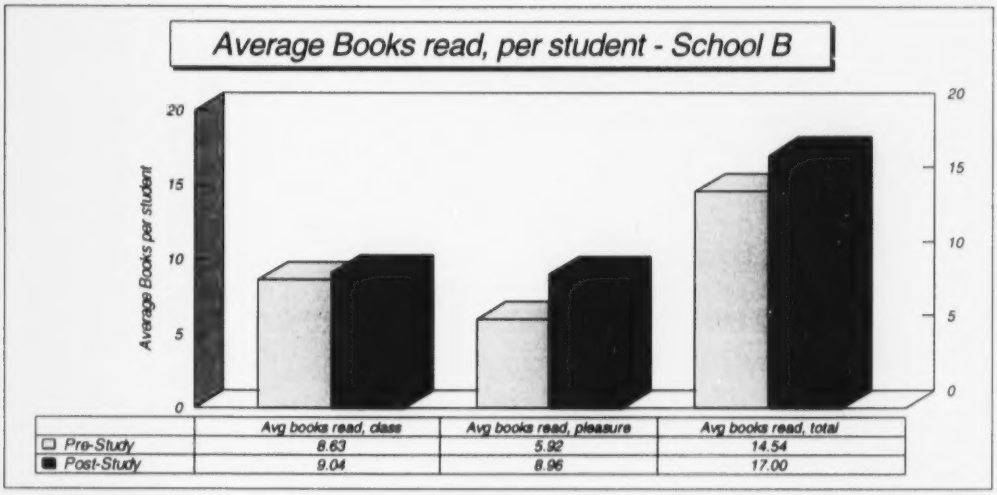

Figure 11
Survey – Average books read, per student, School B
(11th Grade Honors Students).

The results in Figure 11 indicate that the intervention appears to have had a positive effect on the average number of books read per student, as the amount of reading increased in all categories. The students were asked how many books they had read during the preceding 12 month period. Those averages associated with the number of books read for class showed a moderate increase of .41, up from 8.63 to 9.04 books per student. Of particular note here is the average number of books read for pleasure, which showed a dramatic increase of 3.04 more books per student, up from 5.92 to 8.96. In keeping with both increases, there was an overall increase of the average to 2.46 more total books read per student, from 14.54 to 17 more books per student.

The bigger gains in independent readings over required readings is not really surprising, when considering student comments that were made when these required

readings were handed out. One of these was, "Do we have to read another boring old book?" Another was, "Why can't we pick our own books?"

The surveys which were distributed at School B asked students about the availability of reading material in their homes. One question asked whether students owned a library card. Two questions asked whether anyone in their households subscribed to newspapers or magazines. The resulting answers were totaled, and these were compared with the results of the pre-intervention surveys. A chart summarizing this comparison follows (Figure 12).

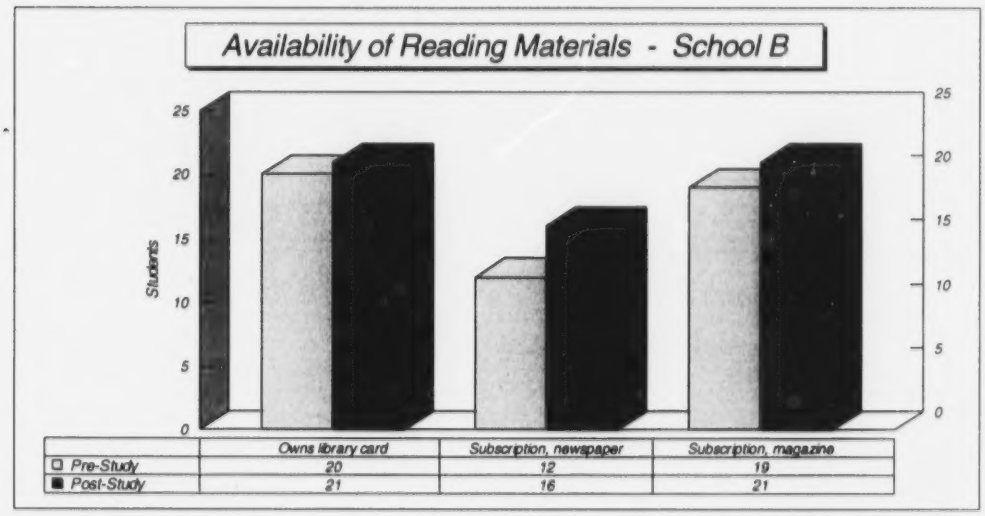

Figure 12
Survey – Presence of reading material in the home, School B
(11th Grade Honors Students).

The results above indicate that the intervention appears to have had a positive effect on the link between the increase in the availability of reading materials in the

home, and by library card access, to the increased reading that appears to have taken place during the intervention. At least one more student acquired a library card during the intervention, raising the number of cardholders to 21 of 24 students, or 87.5 percent, up from 83.3 percent previously reported. Both the number of subscriptions associated with newspapers and magazines showed an even larger increase than the library card ownership. Of particular note is the number of newspaper subscriptions, which increased 16.6 percent (four students), up from 50 percent on the pre-intervention results to 66.6 percent on the post-intervention results. The 8.6 percent increase of students reading newspapers often, reported earlier in the discussion of Figure 9, seems also to suggest a link of increased reading to the increased prevalence of newspapers in the home. These increases seemed to support the link of increased reading of the type of material that is present in the home.

The interviews which were conducted with the targeted students asked about the amount and types of reading material which might be found in the students' households. Students were asked about the availability of newspapers and magazines in their own households. Also, they were asked whether there were any fiction books and whether there were any non-fiction books. The results of these questions from the pre-intervention interviews were compiled, and they were graphed alongside the results from the post-intervention interviews. These are represented in Figure 13.

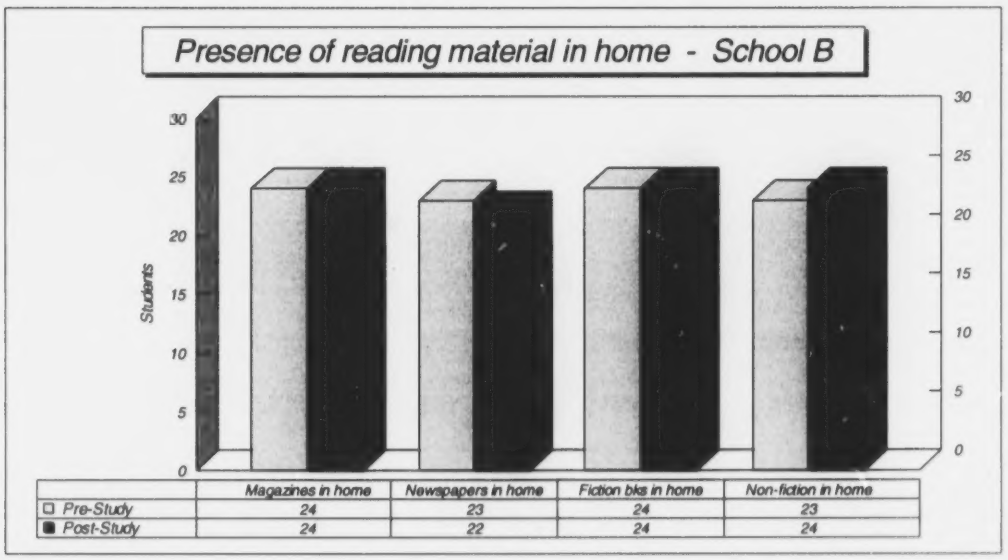

Figure 13
Interviews – Presence of reading material in the home, School B
(11th Grade Honors Students).

The results above indicate that the intervention appears to have had a minimal effect on the presence of reading materials in the home, as in three areas it has either remained constant or risen by one student, but in one case it has dropped by one student. The numbers of magazines and fiction books appear to have remained constant as present in 100 percent of the homes, and the presence of nonfiction books has risen from 95.3 to 100 percent, while at the same time the newspaper presence dropped from 95.3 before the intervention to 91.6 percent after the intervention. The students' perceptions of the newspaper and nonfiction presence seem to balance each other, as a drop in one area by one student is increased in the other by one student.

Of particular note is a closer look at the post-study differences in the numbers of these materials reported present in the homes, which appear to have increased from "some" to "many" in all areas but fiction, which remained constant. The number of newspapers in particular were reported rising from 12 to 14 students, up 8.3 percent, while the number of magazines showed a dramatic increase from 16 to 20 students, up 16.7 percent. There was a 12.5 percent increase in the number of students who reported non-fiction books in their homes, from 11 students prior to the intervention to 14 students after its conclusion. Overall, this high degree of availability of materials seemed to correspond with the reported rise in independent reading and positive reading attitudes after the intervention. These numbers are not represented in the chart but may be found in the tally sheets used for the interviews in Appendix V and Appendix W.

The same interviews also asked about student ownership of various types of reading material, and whether students actually visited the library. The resulting answers were totaled, and a comparison can be made with the pre-intervention interview results.

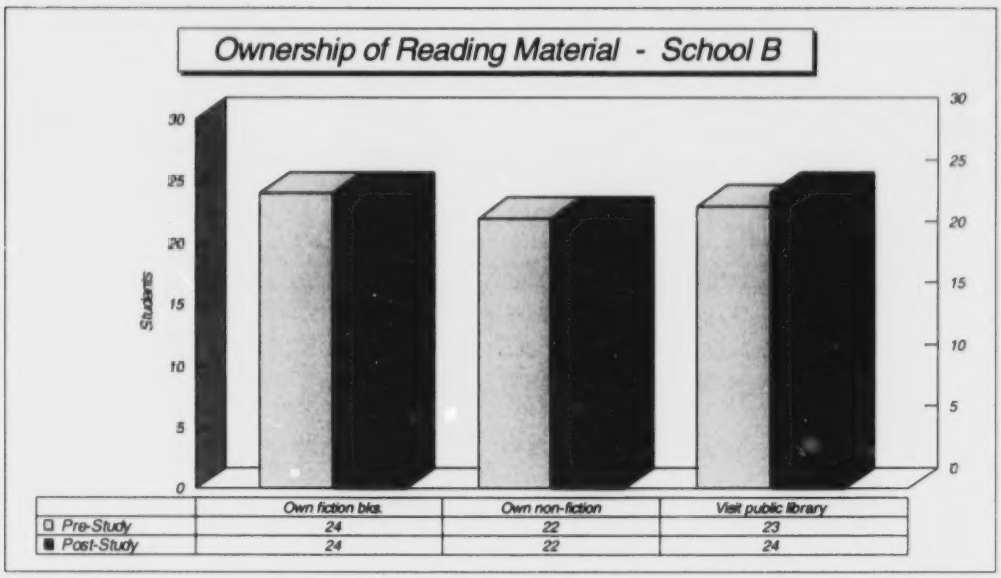

Figure 14
Interviews – Ownership of reading material, School B
(11th Grade Honors Students).

The results in Figure 14 indicate that the intervention appears to have had almost no effect on the ownership of fiction and nonfiction books, which have remained at 100 percent for fiction books and at 91.6 percent for nonfiction books. It was earlier reported in Figure 10 that 66.6 percent of the students would now like to receive a book as a gift. However, the "some" or "many" categories don't provide any information on the actual numbers of books being owned or newly purchased, which may, or may not, have increased for these students over the duration of the intervention.

The intervention appears to have had a positive effect on the number of students that visit the public library, as that number increased to 100 percent. This also appears to

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correspond to the increase (by one) in the number of students who acquired a library card and may suggest that more books are being checked out as a supplement to books owned to support the reported increase in independent reading after the intervention.

The surveys asked students to estimate the number of hours they devoted to either watching television, or playing video games. The results were compared with the same information gathered from the pre-intervention surveys which were administered in September. A direct comparison of those students who reported they spent more than three hours per day engaged in either of these two distractions is depicted below.

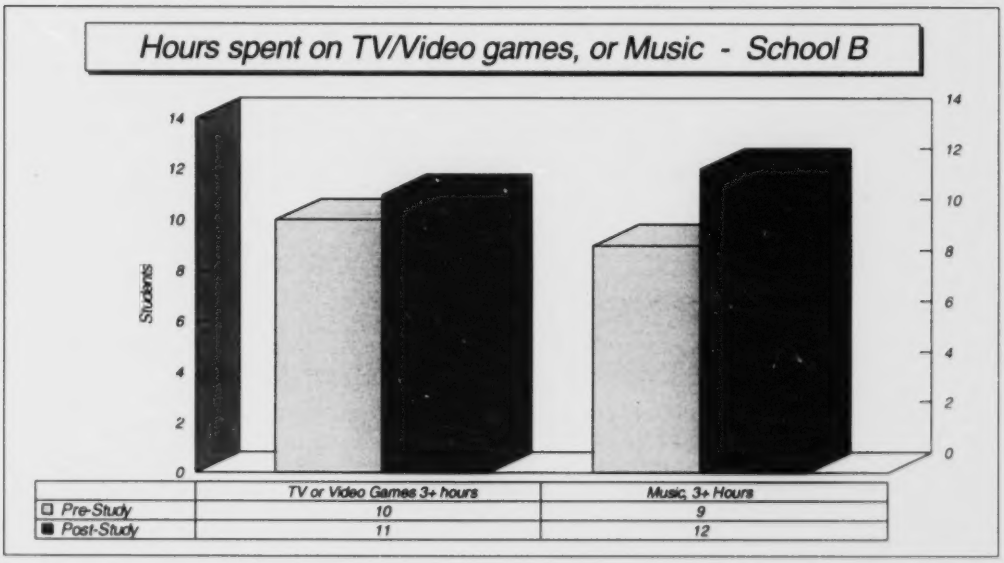

Figure 15
Survey – TV/Video Game and Music Habits, School B
(11th Grade Honors Students).

The results above indicate that the intervention appears to have caused an increase in the amount of time students spent watching TV, playing video games, or listening to music compared to the time they spent reading. There were increases of one student, up from 41.6 to 45.8 percent, in the number who reported they were engaged in TV or video games for three or more hours, and three students, up from 37.5 to 50 percent, in the number who indicated they listened to music for three or more hours. While it might be expected that the time spent on these activities might be a reason for less time spent on reading, the amount of reading was reported to have increased over the course of the intervention.

However, journal entries made by the teacher/researcher indicated that at the time the pre-study survey was administered, students were directed not to count vacation time when they estimated the number of hours that they spent on these activities, but only to consider school days and weekends during the time that school was in session. At the time the post-study survey was administered, the week following a two week vacation break in December, when students were still recording in their reading logs, students were mistakenly directed to also include their vacation times in their estimated hours. Due to the change in the directive, students may have included the summer, as well as the previous two weeks, in reporting their estimated time spent on these activities, and this may account for the unexpected increases. Since the directions were changed and ambiguous for the post-survey, this comparison of data may be misleading.

In addition to the surveys and interviews, the researcher at School B also used quiz scores, unit test scores, and scores on required reading as possible indicators of the

impact of the intervention. Three quizzes were administered to the targeted students in order to determine how many of the students had completed required reading. Complete copies of these quizzes can be found in Appendix M. The results of these three quizzes were compiled and a class average for each quiz was calculated. These class averages appear on the chart in Figure 16, below, along with the earlier class averages for the same three quizzes from the preceding year's class.

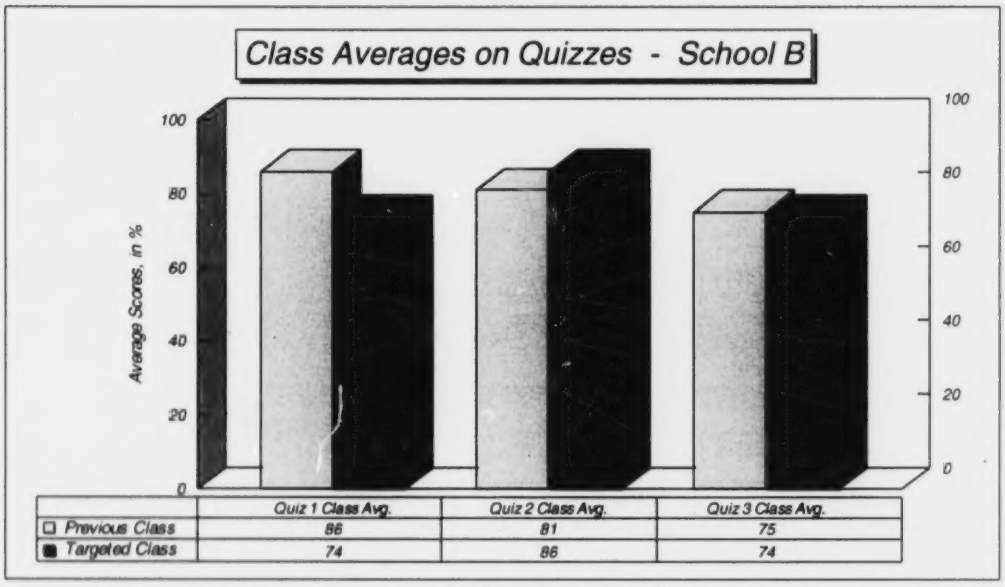

Figure 16
Quiz Scores – Previous Class and Targeted Class, School B
(11th Grade Honors Students).

The results in Figure 16 indicate that the intervention appears to have had a somewhat "mixed" effect on quiz scores. According to the chart, the quiz scores did not

consistently improve with the use of more oral reading from the required curriculum materials in the classroom. On quizzes one and three, the targeted class scored lower than the previous class had scored. On quiz one, the previous class scored 12 percent higher than the targeted class (86 to 74) and on quiz three, the previous class scored 1 percent higher than the targeted class (75 to 74). On the second quiz, however, the targeted class surpassed scores of the previous class by 5 percent (86 to 81).

Of particular note in the cases of quiz one and three, the materials were orally read in class weeks before the actual quizzes were administered to the targeted class, which was not the case with the previous class. This was due to scheduling adjustment adaptations caused by the employment of the intervention strategy. In the case of quiz one, there were three weeks, and in the case of quiz three, there were four weeks between the coverage and the quiz. In the case of quiz two, the materials were tested directly after coverage. These lower scores may reflect the length of time between the coverage and the quiz date not related to the intervention.

In reporting these averages for the targeted class, it is also to be noted that the scores for one student in quiz one, one student in quiz two, and two students in quiz three, did not take the quizzes due to absences. These zero grades were eliminated from the averages reported to avoid a misleading score. This may also render these score comparisons as possibly misleading.

The researcher at School B also compared the results from two unit tests to the scores of the previous year's class. These tests (see Appendix N), were designed as a "check" to see whether students had read assigned material, and how well they had read.

Again, the resulting scores were compiled, and a class average for each group was calculated. The results, for both the previous year's class, as well as the targeted class, can be found in Figure 17, below:

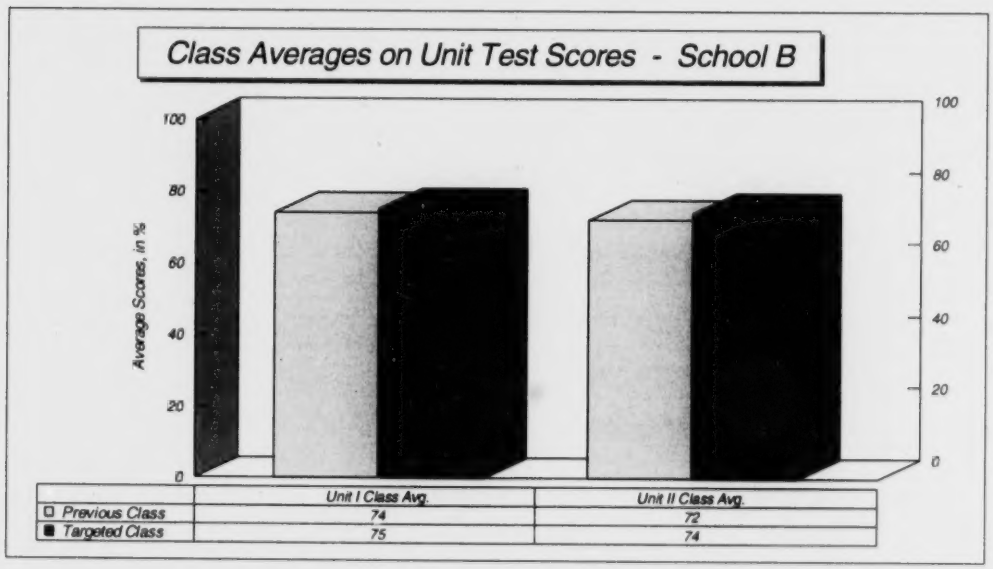

Figure 17
Unit Test Scores – Previous Class and Targeted Class, School B
(11th Grade Honors Students).

The results above indicate that the intervention appears to have had a moderate effect on unit test scores. Although the expected improvements were slight, there were gains of one percentage point (from 74 to 75) on the first unit test and two percentage points (from 72 to 74) on the second unit test. These tests were administered on an

individual basis, as was the case in the previous class, and all students in the targeted class took both of these tests so there were no average adjustments in this group of scores.

The researcher also compared the results from required readings which are assigned in the targeted class. These three required readings consist of major literature units which are in the curriculum for the class. Two of the units are major works of literature, *The Scarlet Letter* and *The Crucible*. The third unit consists of shorter works, both short stories and poetry, written by the author Edgar Alan Poe. A test for each of these was administered to the targeted students soon after the assigned readings were to have been done. These three tests can be found in Appendix O. The resulting scores were aggregated, and a comparison was made with the same scores from the previous class studying the same curriculum. Again, the resulting scores were compiled, and a class average for each group was calculated. The results, for both the previous year's class, as well as the targeted class, can be found in Figure 18, below:

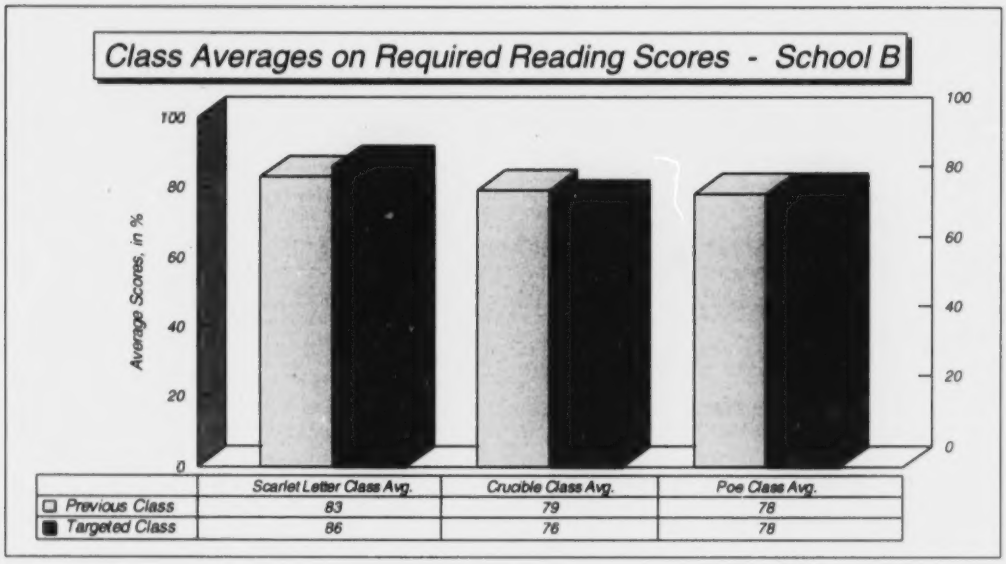

Figure 18
Required Reading Scores – Previous Class and Targeted Class, School B
(11th Grade Honors Students).

The results above indicate that the intervention appears to have had an inconsistent effect on the required additional reading test scores. These scores did not consistently improve with the use of more oral readings of these materials in the classroom, as one score improved by three points, one dropped by three points, and one score remained the same.

In the case of *The Scarlet Letter*, there was an improvement in scores of three percent (from 83 to 86). That moved the average score from a C to a B range. This test was given on an individual basis to every student in the class immediately after completion of the novel.

In the case of *The Crucible,* there was a decline in the scores of the targeted class of three percent (from 79 to 76) as compared to the previous class, although little of the play had been covered orally in the previous class and almost the entire play was covered orally in the targeted class. This test was also given on an individual basis to every student in the class, but two of the students made up the test at a later date. Both of these students were absent for a continuous two week period during the entire time that the play was read orally in class. They had to read it on their own, without the influence of the intervention.

In interpreting this test data, it should also be noted that at the time when the students were most noticeably interested in the events and dramatic dialogue interpretations of Act III, the books had to be collected and turned over to another teacher's class because of schedule limitations for using the additional required reading materials. Students were not able to use the books that night at home to complete the reading of that act. Some student comments at this time were, "This (the play) is really good," "We can't wait," and "Why do we have to turn in the books now?" These small books, containing the one play, were not replaced until the following day by the huge, three inch thick, hard cover anthologies of a collection of plays. The students' enthusiasm for the play appears to have been interrupted, as revealed by some of their sample comments, which may have influenced the remainder of the play reading and their test scores. One said, "This is bigger than our text books!" Another said, "It's not fair! Why can't we just keep the other book?" A third said, "I'm not carrying this around!"

In the case of the Poe stories, both the pre-intervention and post-intervention scores were 78 percent. In reporting this average for the targeted class, it is to be noted that two students never took the test due to absences and those zero grades were eliminated from the averages to avoid a misleading score. However, this may cause any comparisons to be misleading.

The researcher also used reading logs to determine the amount of reading which occurred. These logs were individual weekly diaries in which students were asked to report the number of pages they had read. The use of the reading logs began during the third week of the school year, one week after the oral reading strategies had begun. Students were asked to track the number of pages of reading which had been assigned during each week, and to report the number of pages which they had actually read. The aggregate results were summed for each week (see Appendix X), and the results give an indication of the amount of pages students read each week, as compared with the number of pages they had been assigned. A week-by-week summary of these results is displayed in Figure 19, as follows:

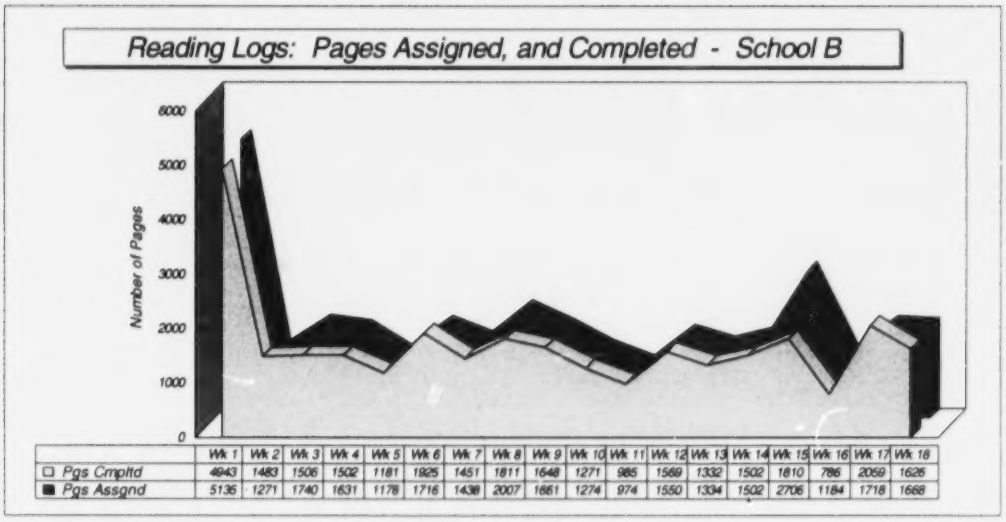

Figure 19
Reading Log Results – Comparison of Pages Assigned and Pages Completed, School B (11th Grade Honors Students).

The results above indicate the intervention appears to have had a positive effect on the amount of completion of assigned pages. Student reporting from the reading logs appears to indicate that over the course of the intervention, there was a 95.9 percent completion rate of assigned reading based on a combined total of 31,687 pages assigned, compared to 30,390 pages completed overall. Fifteen of the weeks showed a 90 percent or greater completion of assigned materials and eight of these weeks showed over a 100 percent completion rate to make up for work not previously completed. Examples of these include the reported 116.6 percent from log week two, and 112.1 percent from log week six. The lowest weekly completed percentage of 66.8 (1,810 of 2,706 pages),

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during a school week, was reported in log week 16, which was not only the highest week for the amount of assigned reading, but was also the last week before Christmas vacation. In addition, there was also a Winter Arts' Festival held for one whole day that week in which all of the subject students participated, with many as presenters. A comparison might be made with week one, when the highest number of pages (5,135), was assigned, yet 90.4 percent of these were reported completed. This occurred in September when there were no other competing activities from the holidays or the school calendar. The lowest percentage of completion of 66.3 (786 of 1,184 pages) was reported from log week 16 which was the first week of the two week vacation. Of particular note here is that, interestingly, there was an increase in the second week of vacation to a 119.8 percent completion rate (2,059 of 1,718 pages) as a possible compensation, reported in the next log week, 17.

This percentage of completion seems high compared to the 54.1 percent of students that claimed completing their homework often, as reported earlier in the discussion of Figure 9. This discrepancy may be due to the students' misconceptions about some questions on the surveys, or possibly it may reflect that much more of the assigned reading was completed orally in class during the intervention, which left less to be completed as actual "homework," and perhaps students may not have been finishing that remainder frequently.

The reading logs were also used to determine the amount of unassigned independent reading which students were engaged in. Students were encouraged to report the total number of pages they read from books. Also, they were asked to report the

number of pages they had read from magazine articles, and newspaper articles. The results from these three were added together to form a total number of unassigned, independent pages which were read. These numbers were also tallied (see Appendix X). The results below show the numbers of independent pages students reported they had read during the intervention period.

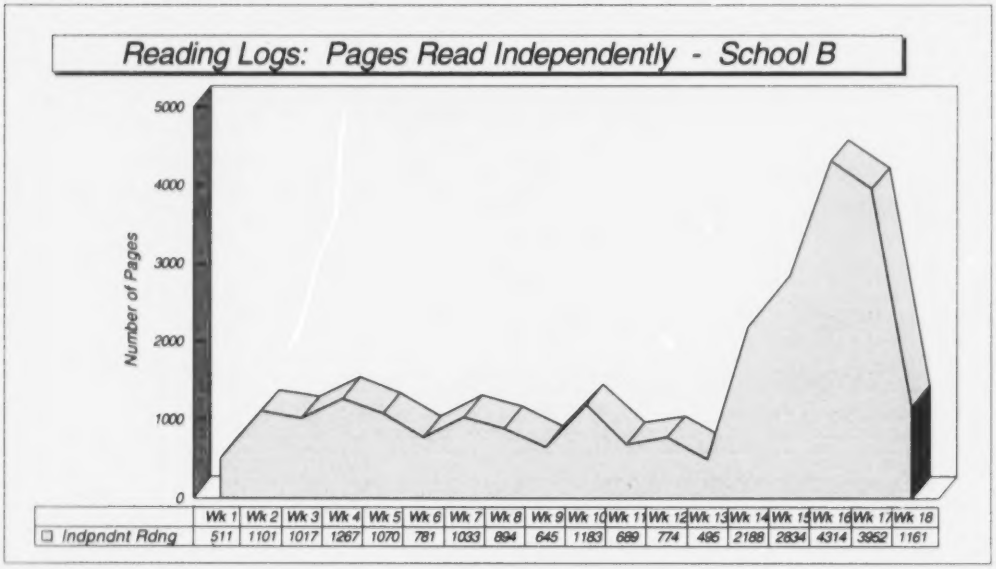

Figure 20
Reading Log Results – Total Independent Pages Read, School B
(11th Grade Honors Students).

The results above indicate that the intervention appears to have had a very positive effect on the increase in independent reading. Of particular note is the immediate striking visual appearance of the dramatically increased independent reading recorded in the last four of five reading logs, towards the end of the intervention period.

During two weeks (log weeks 14 and 15), students reported reading 2,188 and 2,834 pages respectively. These two increases were completed after the students had reported positively on their critiques of independent readings from books checked out from phase two of the intervention, each of these weeks. After the positive review of *I Know What You Did Last Summer*, in log week 14, five students checked out the book to read on their own. After additional positive reviews given by those students during the following log week (15), and an additional introductory reading of *Killing Mr. Griffin*, read orally by the researcher, a combination of 17 more of these two books were checked out by the subject students. This also appears to correlate with the next two weeks of high independent reading that students reported in log weeks 16 and 17, which were also the two weeks of vacation time after so many books had been checked out. The highest independent reading of 4,314 pages was reported for the first week of vacation when it appears that the subject students had more time and what appears to be a high level of interest, as evidenced by the number of books checked out. Only slightly smaller increases are seen in the second highest number of 3,952 pages reported in the second week of vacation.

Those peaks of independent reading shown earlier in the intervention also appear to be associated with positive effects from the intervention. Log week two correlates with the oral reading of *The Scarlet Letter* by the researcher and the use of professional recordings to introduce the book. Log week four correlates with the oral reading of the first two acts of *The Crucible* by the students in class. Of particular note is the slight decline reported in log week 5, which corresponds to the week that the book had to be

collected during Act III, (as described earlier when discussing test scores from Figure 18), and replaced the next day with the larger and more intimidating volume. Log week seven corresponds with the first independent oral reading of phase two that was presented by the researcher to the subject class. Log week 10 corresponds to the independent oral reading of phase two done by the researcher from *I Know What You Did Last Summer*, after which three students immediately checked out copies of these books to finish on their own.

Also of particular note is the immediate appearance of a striking visual correlation between the amount of independent reading increases and decreases compared to the "inverse" increases and decreases which are represented on the required reading results shown in Figure 19 and the independent reading representation shown in Figure 20. Independent reading is reported at its next to lowest number of 511 pages in log week one, when assigned reading is at its highest of 5,135 pages in the same week. When the assigned reading is reduced, as reported in log week 16, to its third lowest amount of 1,184 pages, the independent reading was reported at the highest level of 4,314 pages in the same week. The number of completed assigned pages also dropped this week to the lowest completion percentage of 66.3, or 786 pages, which also seems to be in direct correlation with the level of independent reading that increases for that same week.

School C:

The same surveys which were originally distributed at the outset of the study (see Chapter Two), were again administered to the targeted high school honors students at School C. This was done as soon as possible after the intervention period had ended. The questions which made up the survey were identical to those asked on the pre-intervention surveys. These questions can be found in Appendix D. Also, efforts were undertaken to ensure that the manner in which the survey was conducted was identical to the administration of the pre-intervention survey. The students were informed in advance that the results were completely confidential, and they were encouraged to be as "honest" as they could. Students were asked about the types of reading material that they typically read. They were also asked whether they typically completed assigned readings for homework. Finally, they were asked about their overall attitude toward the reading process. The results of the initial surveys which had been administered before the intervention had begun appear in Appendix Y. The results of the surveys administered after the period of the intervention can be found in Appendix Z. These figures were compiled, and a comparison of the numbers from the two surveys are summarized in the graph below (Figure 21):

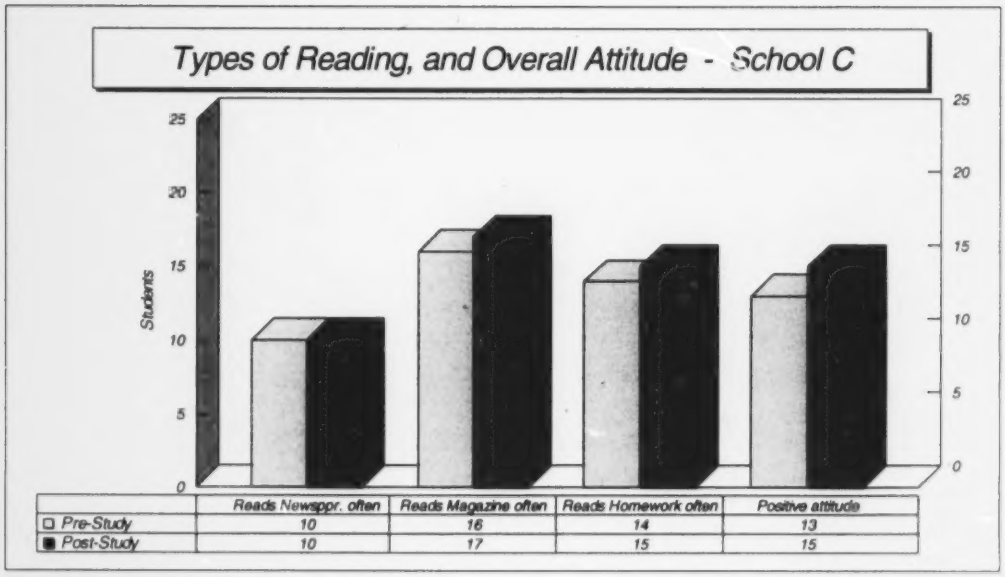

Figure 21
Survey – Types of materials read and overall attitude toward reading, School C
(10th Grade Honors Students).

The results above indicate that most students still do not tend to read the newspaper very often, and the number appeared unchanged from the results of the earlier, pre-intervention survey. Small changes were noted in how often they read other types of reading material. The increases in magazine reading and homework reading seemed encouraging, but only to a very small degree. The number of students who indicated that they "often" read magazines increased by one, from 16 to 17. Similarly, the number of students who reported that they read homework "often" only increased by one. As stated earlier, there were a total of 28 students who were targeted for this intervention. The

number of students who reported that they either "like" or "love" to read was higher than the results of the pre-intervention surveys, but again this increase seems only minimal. Generally, the types of materials being read seemed much the same, although there appeared to be minor increases from the results of the earlier pre-intervention surveys.

At the end of the intervention period, interviews were held with each student in the targeted class at School C. The interviews were conducted by the teacher/researcher, and the questions were identical to those asked before the study began. Several of the questions asked students to comment on their "feelings" and attitudes toward the various types of reading. One question asked how students would feel about receiving a book as a gift. The results of the pre-intervention interviews were tallied (see Appendix AA), and the results from the post-intervention interviews were also aggregated (Appendix BB). A comparison of these two sets of interviews can be made (Figure 22, below).

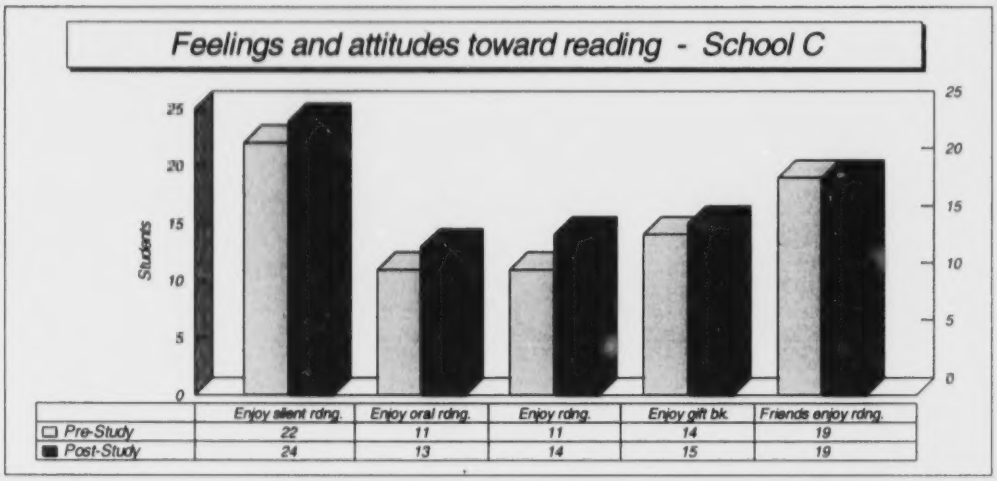

Figure 22
Interviews – Feelings and attitudes toward reading, School C
(10th Grade Honors Students).

The figure above seems to reinforce the notion that students' attitudes toward reading may have changed somewhat. It should be noted that there were increases in every area having to deal with students' enjoyment of reading. Some of the interview questions, it should be recalled, asked students whether they felt "comfortable" when engaged in certain types of reading. The number of students who answered "yes" increased for both oral reading and silent reading. For silent reading, the number of students increased from 22 to 24. In the area of oral reading, the number of students who reported that they felt comfortable increased from 11 to 13. The data reflected on the third pair of bar graphs (labeled "enjoy reading"), represents the request, "Describe in your own words your feelings about reading." The researcher wrote down the students'

exact responses, and later made a subjective judgment as to which ones were generally "positive" and which ones were generally "negative." Any answers which seemed neutral or noncommittal were counted as negative responses, and are not represented on the graph. Before the intervention commenced, only 11 students reported that they "liked" reading. By the time the intervention period had concluded, this number had increased by 3, to 14. There was only a slight increase in the number of students who reported that they would enjoy receiving a book as a gift, from 14 to 15. The number of students who thought that their friends enjoyed reading (19), remained unchanged from the earlier interviews.

The post-intervention survey also asked students to estimate the number of books they had read during the previous twelve month period. Students were asked how many books they had read for pleasure, as well as how many books they believed they had read for their classes. A "class average" was then compiled for each of the types of reading asked about, and the results were compared with the pre-intervention survey administered at the outset of the study. A comparison of these class averages follows, in Figure 23.

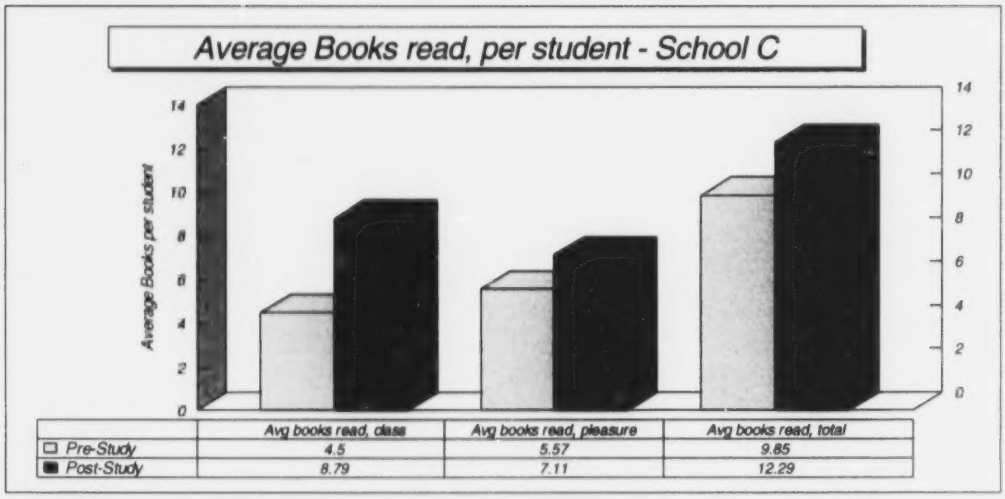

Figure 23
Survey – Average books read, per student, School C
(10th Grade Honors Students).

Students reported that the number of books they had read in the preceding twelve-month period increased in every category. These students had reported, on the average, that they had read only 4.5 books at the beginning of the intervention period. After the intervention, this figure increased to 8.79. It is possible that students are reading more in this category merely because they were presently enrolled in classes that required more reading. However, this would not seem to explain the next pair of figures. The number of books which students indicated that they had read for pleasure, on average, increased from 5.57 to 7.11. The reader should remember that the students' "outside reading" requirement is intended to be a measure of "pleasure" reading, but this requirement was in place for these students during their previous school year, as well.

Thus, there is no increase in the school requirement for "pleasure reading" which might explain the increase indicated on the above figure. Finally, the students also reported an increase in the total number of books they had read during the preceding 12 months. Logically, it might seem that the totals represented by the third pair of figures should equal the sum of the first two pairs of data, but this is obviously not the case. The researcher noticed many students who failed to merely add the number of books they read for "pleasure" to the number they had read for "school." It may be that some students were confused, or counted some "school required" books as also being "pleasurable" books. Unfortunately, there is no way to determine this for certain. The increase in the total number of books which students reported reading, on the average, was more than two per student (from 9.85 to 12.29).

The surveys that were distributed at School C asked students about the availability of reading material in their homes. One question asked whether students owned a library card. Two questions asked whether anyone in their households subscribed to newspapers or magazines. The resulting answers were totaled, and these were compared with the results of the pre-intervention surveys. A chart summarizing this comparison follows (Figure 24).

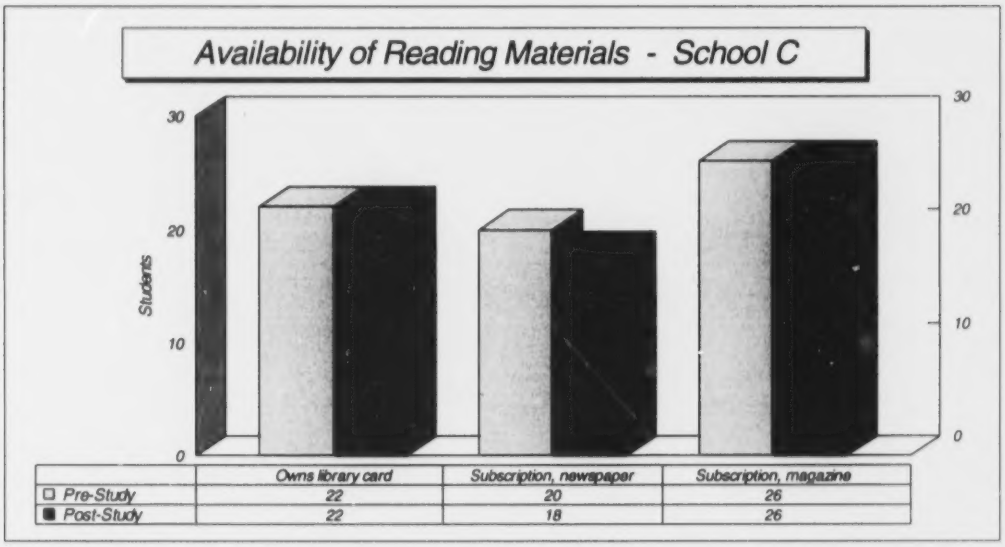

Figure 24
Survey – Availability of reading material in the home, School C
(10th Grade Honors Students).

The survey results above indicate no increase in the amount of reading material in these students' homes. The same number of students (22) reported that they owned their own public library card. The number of students who indicated that someone in their household subscribed to a newspaper decreased, from a total of 20 prior to the intervention to a total of 18 after the intervention. The number of magazine subscriptions reported by these students remained unchanged from the number reported before the study began, at a total of 26. The survey results seem to indicate that the intervention did not have an effect on the amount of reading material that these students reported could be found in their homes.

The interviews that were conducted with the targeted students asked about the amount and types of reading material which might be found in the students' households. Students were asked whether there were any newspapers and magazines in their homes. They were also asked about the presence of fiction and non-fiction books. The resulting numbers are summarized along with the results of the pre-intervention interviews, in the chart in Figure 25.

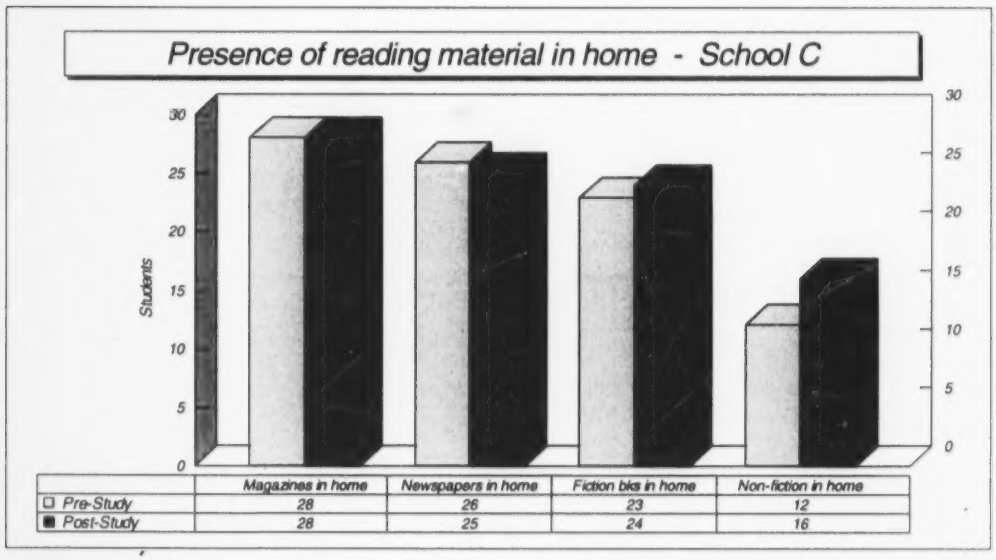

Figure 25
Interviews – Presence of reading material in the home, School C
(10th Grade Honors Students).

The results above generally seem to corroborate the results of the surveys. Overall, there did not seem to be much of a change in the availability of reading materials in the targeted students' homes. In the post-intervention interviews, all 28 students reported that there were some magazines present in their households. This represented no change from the interviews conducted at the outset of this study. The number of students who reported the presence of newspapers in their homes decreased, by one. It is encouraging that more students indicated that there were books in their homes, although this increase was relatively small. Initially, 23 students reported that there were fiction books in their homes, in the pre-intervention interviews. This number increased to 24 students in the final interviews. The largest increase was witnessed in the number of students who indicated that there were non-fiction books in their households. The pre-intervention interviews reported that only 12 of the 28 students could find this type of reading material at home. This number increased in the post-intervention interviews by 4, for a total of 16 students.

The same interviews also asked about student ownership of various types of reading material, and whether students visited the library. The resulting answers were totaled, and a comparison can be made with the pre-intervention interview results.

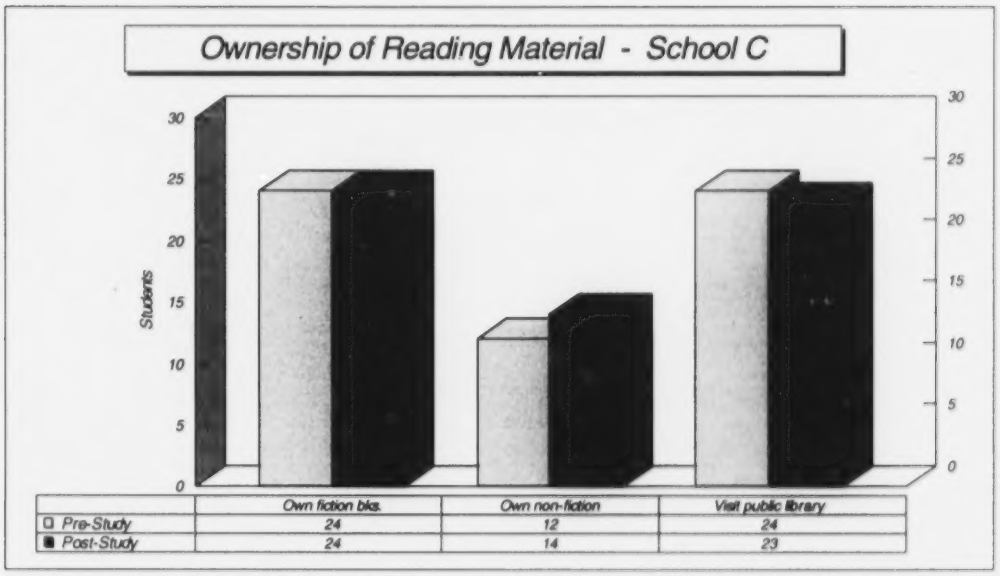

Figure 26
Interviews – Ownership of reading material, School C
(10th Grade Honors Students).

The results above indicate that student ownership of fiction books remained relatively the same throughout the intervention period. The number of students who indicated that they actually owned this type of reading material did not change at all from the initial interviews. More students did report ownership of non-fiction reading material, though. This increase may be part of the increase reflected in the previous graph (Figure 25), where there was also an increase in this type of literature. While only 12 of the students indicated that they owned non-fiction books at the beginning of the

intervention, 14 reported that they possessed non-fiction books at the conclusion of the study. The number of students who reported that they visited their own public library decreased from 24 to 23. This change is a bit disappointing, although it may not be large enough to be alarming. Students did have access to a well-equipped school library, and the instructor also had a generous in-class library which students often used.

The surveys asked students to estimate the number of hours they devoted to either watching television or playing video games. The results were compared with the same information gathered from the pre-intervention surveys which were administered in September. A direct comparison of those students who reported they spent more than three hours per day engaged in either of these two distractions is depicted below.

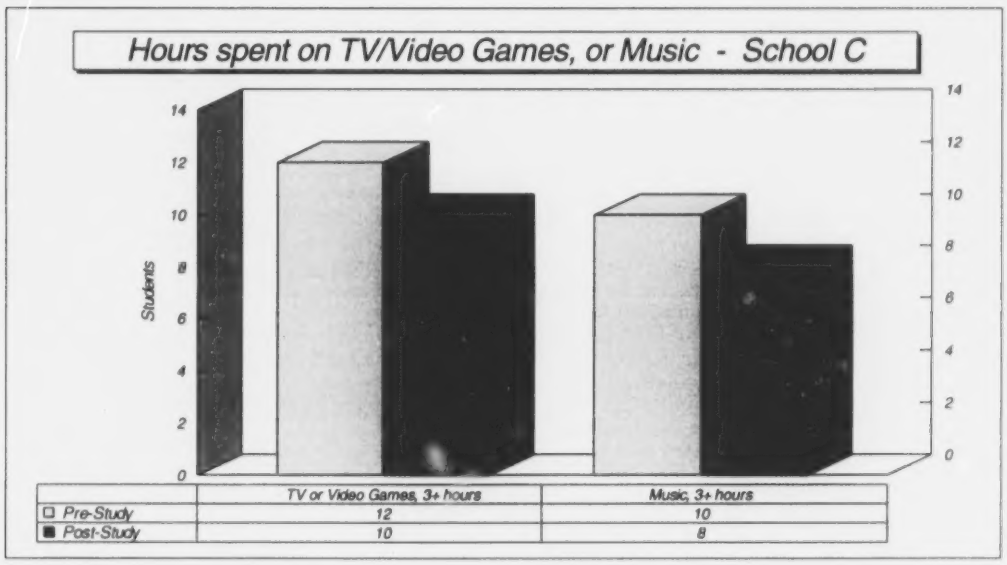

Figure 27
Surveys – TV/Video Game habits and Music, School C
(10th Grade Honors Students).

Apparently, even secondary students can be enticed away from the media, although to a lesser degree than that exhibited by the elementary students earlier in this chapter. The survey results indicate that the number of "heavy television watchers" may have declined a bit, from 12 before the intervention period to only 10 after the intervention period. It should be remembered that this category included video games, another popular form of distraction for young people. Although these figures are based on "self-report," the basis for comparison was the identical survey, administered four months earlier. The number of hours that students indicated they spent listening to music also declined, from 10 to 8. Because the surveys were anonymous, no attempt could be

made to determine if any particular student was affected in both areas. It is possible that a few students reported less television-watching, while a few others reported less time devoted to music. Regardless, these results seem to be encouraging, in general.

School C also has an "outside reading requirement," which was described in detail in Chapter 2 (see pages 45-47). It will be recalled that each student is required to pick books to read outside of class. These books generally may be for purposes of reading for pleasure, but the students are required to report on the books in order to document that the reading is actually done. The scores are calculated based on the total number of pages read during each grading period. This outside reading score then becomes a percentage of the students' complete academic grade. For purposes of this study, the outside reading scores for the targeted class at School C were compiled and a class average was calculated. This average, as well as the class average for a previous class with the same requirement, is summarized in the chart in Figure 28.

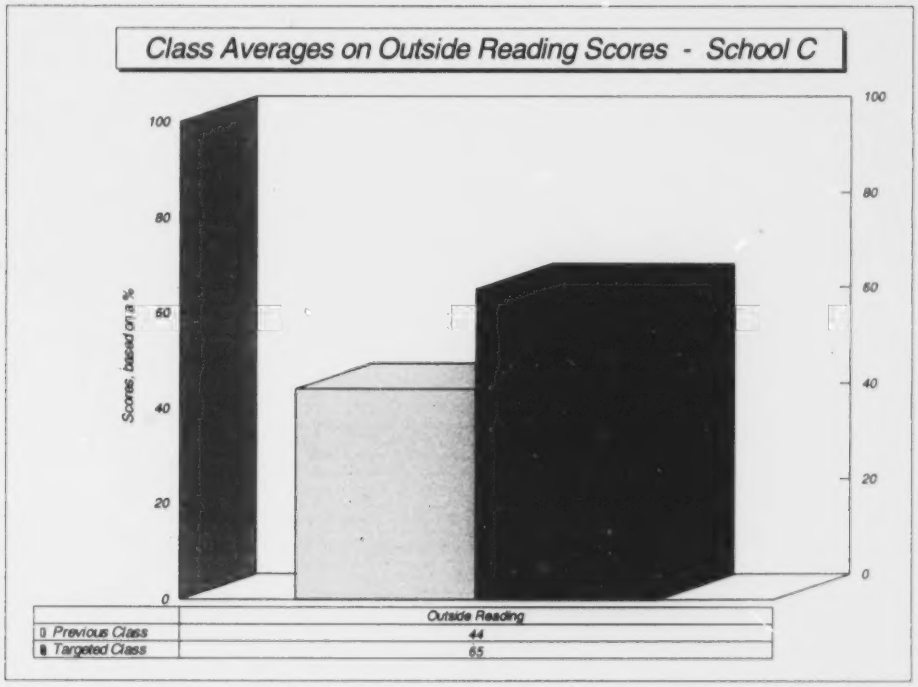

Figure 28
Outside Reading Scores – Previous Class and Targeted Class, School C
(10th Grade Honors Students).

The intervention may have had a positive effect on the students' outside reading scores. The overall class average on this assignment increased, from only 44 percent as demonstrated by the previous class of sophomore honors students, to 65 percent as demonstrated by the targeted group of sophomores. This comparison, unlike the others, is a "class-to-class" comparison. However, there were other indications that the intervention had some success in the area of this assignment. The previous year's scores reveal that 12 out of 27 students had failed to do any outside reading at all. These scores (which convert to a "zero" percentage), obviously damaged the overall average

significantly. The targeted group of students, during the final nine weeks of the intervention, yielded only 6 students (out of 28) who failed to do any of this outside reading at all. These figures, while not reflected on the graph above, can be found in Appendix CC. Thus, not only were some students reading more, it is also clear that fewer students were ignoring the assignment completely. While an overall average of only 65 percent may still be a disappointment to many instructors, the improvement from the previous year's class may be some cause for hope.

Conclusions and Recommendations

School A:

It is the conclusion of the teacher/researchers that there was improvement in the students' motivation toward the reading process, as well as their overall attitudes toward reading. Teacher observation and anecdotal logs report an excitement, enthusiasm, interest and love for reading. Students knew oral reading was an intricate part of the daily schedule, and they welcomed it. When writing activities were based on the readings, students also realized the importance of listening to the selections and focusing on them. Discussions about authors, types of books, and themes were also noted by the researchers. The enthusiasm and interest that were demonstrated by the students toward the oral readings were obvious. The students shared their own selections and helped each other to find books of interest during their library periods. They seemed to absorb books as part of their daily routine.

The solution strategy did have some measurable influence on the targeted students. The number of students who indicated they enjoyed oral reading increased, as did those students who reported an overall enjoyment of reading. The most impressive improvement in these younger students seems to have occurred in the number of hours they spent watching television or playing video games. These numbers, as confirmed by both the surveys and the interviews, decreased measurably.

There were also other benefits. Reading logs often showed days with more than one entry for some students. On occasion, teachers initialed logs when students had finished reading an entire book during the school day. At a parent-teacher conference

that occurred shortly after the study, some parents remarked that their children had acquired a love of reading that coincided with the intervention.

Researchers observed that the surveys and interviews were not always accurate. The students did not always give accurate data. For example, it was obvious to the researchers that the presence of reading material depicted on Figure 6 was not accurate. The students reported in the post study interviews that they owned fewer magazines, books, and newspapers than they had indicated on the earlier pre-study interviews. Teacher observation and anecdotal records indicated that students were apparently confused by these specific questions. Researchers found that the amount of books purchased through the Troll and Scholastic Book Clubs had increased. Many students had bought books monthly and had also subscribed to various children's magazines.

The researchers would recommend that some changes be made in the intervention of this oral reading program. In continuing the use of this activity, the teacher/researchers recommend that the following strategies be maintained or continued:

- the letter explaining the "Year of the Reader"
- the use of student reading logs
- a daily oral reading period
- guest readers and performers
- extended reading and writing activities
- class log of books read during oral reading

The researchers would also recommend that the following strategies be eliminated:

- surveys

- monthly bulletin boards outside the classroom
- the Pizza Hut "Book It" Reading Program

The researchers found that the items to be retained in the program would be the most beneficial to motivate students to read. Contrarily, the three strategies that were least effective should be eliminated from future programs. The surveys seemed to cause confusion at times, and the researchers were not as confident about the resulting responses. The use of monthly bulletin boards had no observable impact, and the time might be better spent on activities that yield measurable results. The Pizza Hut "Book It" Program relies on extrinsic motivation, and does little to reinforce the idea that reading can be its own reward.

All three researchers from School A decided to continue the steps of the intervention for the remainder of the school year, although the study had ended. Students and teachers considered oral reading a basic part of the daily routine. The nightly habit of reading orally and recording this in their logs was also an intricate part of their reading customs. The researchers also considered the positive results of the intervention substantial enough to implement this program in future years, as well.

School B:

Based on the presentation and analysis of the data on surveys, interviews, and reading logs, the students at School B showed a marked improvement in positive reading attitudes and independent reading motivation. The oral reading in class may have positively affected their attitudes and motivation. Of these two areas, their attitudes about

reading seemed to be most improved, as more students indicated an enjoyment of both oral reading and reading in general, and the numbers of those wanting to receive books as gifts showed an increase. Their confidence for reading out loud seems also to have improved. Not only did their own positive attitudes about reading show an encouraging upward trend, but these positive attitudes about reading seem also to have been transferred over to a dramatic positive change in perceptions about whether they viewed their friends as enjoying reading. The most impressive reading motivation improvements seem to have occurred in the area of independent reading, which also dramatically increased towards the end of the intervention. This increase also seemed to reveal a positive relationship of more reading when there is more opportunity for interest and choice of material, and more time available. The use of the oral reading intervention to introduce students to new reading materials also appeared to be successful.

More moderate success for the students of School B seems to have taken place in the small increases of reading materials in the home, the increased reading of newspapers and nonfiction, and library usage. There also appeared to be moderate success in the completion of required reading assignments, as a result of reading more of them orally in class.

The area that showed the least amount of change for students at School B was that related to the required curriculum materials, especially in relation to the tests and quiz scores, and the motivation and attitudes of the students in these areas. The lack of choice about these materials and the lack of interest the students had in many of these (in their

words), "old and boring" materials, seem to have combined to make the intervention have the least effectiveness here.

The amount of time devoted to the TV and music media could not definitely be determined in a positive or negative way due to a change in the means of gathering data in this area. It appears to have increased, but at the same time, the amount of reading also increased, so it seems at least not to have had a negative effect on reading. However, these results are inconclusive.

Some modifications that might be suggested for the future would be to spend less of the oral class time on the required materials, as these seemed to reflect the least amount of benefit from the intervention. Teachers might also devote more of the oral reading time to independent readings, which are not additional materials of authors already in the curriculum, but more modern authors that match the interest areas of the student population of the class. The researcher would also like to suggest that teachers should get a list of subjects and authors that the students already have an interest in to be used as a guide to picking materials to read orally to the class. In addition, the researcher would also recommend that students bring in some of their own favorites, with approval, to read to the class. Although this was never realized as planned in the intervention proposal, the power of students' peers reporting about books that they have enjoyed to other students was so successful that this other possibility cannot be underestimated as a potential source for encouraging more positive reading motivation.

The use of the oral reading strategy, even at the high school level, appears to have some very positive and useful outcomes, and the researcher at School B would

recommend to other teachers at the secondary level that it be employed whenever possible in a classroom situation. There are some difficulties that may result from the overcrowded curriculum requirements because oral reading takes more time than the usual assignments of the reading for homework. There are also problems that come from rigid departmental schedules when materials must be shared. But if curriculum compacting is possible and more time is made available, oral reading is recommended as a very worthwhile endeavor by the researcher at School B.

School C:

At School C, the intervention appears to have yielded some qualified improvement in the students' attitudes toward reading. The most encouraging data seemed to be in the area of the students' "outside reading assignment," which was much improved from that of the previous year's students. There were also decreases in the number of students who indicated that they spent many hours watching television, playing video games, or listening to music. The average number of books that these students reported reading within the past twelve months increased, both for classroom assignments as well as for pleasure. The other areas which were measured by this data seemed to remain mostly unchanged, or "mixed." The number of students who reported that they now enjoyed one or more types of reading increased, but not dramatically. The amount of library usage, and the amount of reading material which could be found in the these students' homes did not change much from before the intervention period.

The students at School C also seemed to be devoting fewer hours to watching of television, playing video games, or listening to popular music. This decrease was only slight for the number of students who admitted to heavy consumption of the mass media. However, the numbers also improved for those students who were more casual users. Generally, students reported a fewer number of hours were being devoted to these activities as a whole. The intervention appears to have had some impact in this area.

Oral reading is necessarily time consuming. The typical secondary curriculum is very full, and it seems to grow constantly in size. The researcher at School C found it difficult to complete all of the mandatory units of literature while maintaining the intensive use of oral reading. In fact, one of the major works which was supposed to have been completed by the end of the semester was not, as was explained earlier in this chapter (see page 105). While the teacher/researcher remains enthusiastic about oral reading as an excellent activity, it would seem that some sort of compromise must be found between the amount of material contained in the curriculum, and the large amount of time which oral reading tends to consume.

Future studies might focus on this particular issue, with some attempt made to determine whether it is better to read fewer works, and read them aloud, or to maintain the current standards, and make more use of silent reading. It is interesting to note that both of the secondary instructors involved in this study experienced similar difficulties in this area. At School B, the targeted students had to turn in their copies of a play when they had not yet finished reading it. At School C, the targeted students were unable to finish reading one of Shakespeare's works by a mandatory deadline. Perhaps it is the

amount of material in the curriculum that is at fault, and not the increased amount of time which oral reading demands.

The five researchers involved in this study strongly recommend that teachers at all levels make some use of oral reading as an educational strategy. The benefits seem to justify its use. Elementary students seem to enjoy all forms of reading more, when exposed to this practice. Furthermore, they tend to spend less time engaged in "distractions" such as viewing television, or playing video games. High school students appear to readily accept its use in the classroom, despite educators' fears that they might perceive it as "immature." There is evidence that it improves the listener's desire to read. It appears to motivate, to stimulate, and to improve the attitudes of students toward literature. Moreover, it seems to encourage that which all educators should continually try to instill in students — a love of reading.

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Appendices

Appendix A – Reading Survey, School A

Survey – Reading Questions

1.) Do you have a public library card?
Yes _____ No _____

2.) Estimate the total number of books you own:
None _____ Between 1 – 50 _____ More than 50 _____

3.) Would you like to receive a book as a gift?
Yes _____ No _____

4.) Does anyone read to you?
_____ Always (every night)
_____ Usually (5 – 6 times a week)
_____ Sometimes (2 – 4 times a week)
_____ Once a week
_____ Never

5.) Do you read to anyone at home?
_____ Always (every night)
_____ Usually (5 – 6 times a week)
_____ Sometimes (2 – 4 times a week)
_____ Once a week
_____ Never

6.) Do you find books you like in our school library, the LRC?
Yes _____ No _____

7.) Do you like to read?
Yes _____ No _____

8.) Number the following from your favorite to your least favorite.
Number "1" should indicate your favorite.
_____ Watch TV or play a video game
_____ Play outside
_____ Read a book

9.) Check the statements that describe how you feel.
You may check more than one.
_____ I don't like to read.
_____ I don't like to read to myself.
_____ I like to listen to someone read to me.
_____ I like to read to others

10.) Which of the following would you say best describes your attitude toward reading?
_____ I love reading.
_____ I like reading.
_____ I am neutral about reading.
_____ I dislike reading.
_____ I hate reading.

11.) Check which one applies to you.
_____ I always like to read out loud in class.
_____ I sometimes like to read out loud in class.
_____ I never like to read out loud in class.

12.) Estimate how many hours a day you spend watching TV and/or playing a video game.
_____ None
_____ 0 – 2 hours
_____ 2 – 3 hours
_____ 3 – 4 hours
_____ more than 4 hours

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Appendix B – Interview Questions, School A

Interview – Reading Questions

1.) Which type of books do you own?
Picture ____ Chapter ____ None ____ Other ____
Explain Other _____

2.) Which types of reading materials are in your household?
Magazines ____ Books ____ Newspapers ____ Other ____
Explain Other _____

3.) Do you visit the public library?
Often _____ Sometimes _____ Never _____
(Once a week)

4.) Do you think any of your friends enjoy reading?
____ I think all of my friends enjoy reading.
____ I think most of my friends enjoy reading.
____ I think some of my friends enjoy reading.
____ I don't think any of my friends enjoy reading.

5.) Do you think you know what your friends would like to read?
____ I think they like to read magazines.
____ I think they like to read picture books.
____ I think they like to read chapter books.
____ I think they like to read newspapers.
____ I don't think they like to read.

6.) Tell me about your favorite books. _____
_____
_____
_____
_____

7.) Do you have a favorite author? Yes ____ No ____

8.) How would you feel about receiving a book as a gift?
____ I would love it.
____ I would like it. _____
____ I would not care, either way.
____ I would not like it.
____ I would hate it.

9.) Would you say that you enjoy reading silently?
Always ____ Sometimes ____ Never ____

10.) Would you say you enjoy reading orally in class?
Always ____ Sometimes ____. Never ____

11.) Estimate how many hours a day you spend watching TV.
____ None
____ 0 – 2 hours
____ 2 – 3 hours
____ 3 – 4 hours
____ more than 4 hours

12.) Estimate how many hours a day you spend playing a video game.
____ None
____ 0 – 2 hours
____ 2 – 3 hours
____ 3 – 4 hours

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Appendix C – Survey on "Book It" Program, School A

TEACHER SURVEY REGARDING "BOOK IT" RESULTS FOR THE 1993-94 SCHOOL YEAR

Did your class earn a pizza party from the Book It program last year (1993-94)?

Class	Yes	No
K1	____	____
K2	____	____
K3	____	____
1A	____	____
1B	____	____
2A	____	____
2B	____	____
2C	____	____
3A	____	____
3B	____	____
4A	____	____
4B	____	____
4C	____	____
5A	____	____
5B	____	____
5C	____	____
6A	____	____
6B	____	____
6C	____	____

Appendix D – Reading Survey, Schools B and C

Reading Survey

1.) Do you have a public library card?
Yes _____ No _____

2.) Estimate the total number of books you read for a class in the past 12 months (not including school textbooks):
_____

3.) Estimate the total number of books you read on your own in the past 12 months that were not required for classes:
_____

4.) Estimate the total number of books you have read in the past 12 months:
_____

5.) Does anyone in your household subscribe to a newspaper?
Yes _____ No _____

6.) Do you read any newspaper(s)?
Often _____ Sometimes _____ Never _____

7.) Does anyone in your household subscribe to a magazine?
Yes _____ No _____

8.) Do you read any magazine(s)?
Often _____ Sometimes _____ Never _____

9.) Do you complete textbook reading assignments?
Often _____ Sometimes _____ Never _____

10.) Which of the following would you say best describes your attitude toward reading?
I love reading. _____
I like reading. _____
I am neutral about reading. _____
I dislike reading. _____
I hate reading. _____

11.) Estimate how many hours a day you spend watching TV and/or playing a video game.
_____ None
_____ 0 – 2 hours
_____ 2 – 3 hours
_____ 3 – 4 hours
_____ more than 4 hours

12.) Estimate how many hours a day you spend listening to music.
_____ None
_____ 0 – 2 hours
_____ 2 – 3 hours
_____ 3 – 4 hours

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Appendix E – Interview Questions, Schools B and C

Interview Questions

1.) Are there any magazines in your home?
Many _____ Some _____ None _____

2.) Are there any newspapers in your home?
Many _____ Some _____ None _____

3.) Do you own any fiction books?
Many _____ Some _____ None _____

4.) Are there any fiction books in your home?
Many _____ Some _____ None _____

5.) Do you own any non-fiction books?
Many _____ Some _____ None _____

6.) Are there any non-fiction books in your home?
Many _____ Some _____ None _____

7.) How would you feel about receiving a book as a gift?
I would love it. _____
I would like it. _____
I would not care, either way. _____
I would not like it. _____
I would hate it. _____

8.) Do you visit the public library?
Often _____ Sometimes _____ Never _____

9.) Do you think that any of your friends enjoy reading?
_____
_____
_____

10.) Would you say that you are "comfortable" when you are reading silently?
Yes _____ No _____

11.) Would you say that you are "comfortable" when you are reading aloud?
Yes _____ No _____

12.) Describe in your own words your feelings about reading:
_____
_____
_____
_____

Appendix F – Outside Reading Handout, for School C

Outside Reading Requirement

The Humanities Division of Rich East High School requires English students to read extra books outside of class. The books may be of any type, but they must be approved by me. I usually approve most books, but ultimate approval rests with your parents. You must get the book approved prior to reading it. To qualify for credit, you must report on the book to me. All book reports are oral, and are given during the tutorial period. You will be expected to answer specific questions from the book. You must have the book with you when we discuss it.

DO NOT READ:

(a) books written from a movie script (example: ***Rambo***)
(b) books that are read for a class now, or in the future
(c) books that have been read for a previous class
(d) books under 100 pages

Grading: **OUTSIDE READING IS 10% OF YOUR ACADEMIC GRADE EACH QUARTER.** This standard is set by the English Department, and is true in all English 9 and 10 classes. The grade is based on the total number of pages that you read, and not on how "well" you read. The scales are shown below:

English 10H:
900 – 1000 = A
800 – 899 = B
700 – 799 = C
600 – 699 = D
100 – 599 = F
0 – 99 = 0

The above scale refers to the number of pages per quarter. More difficult or "classic" books may be worth up to double page credit. See me for more specific information.

Deadlines: Outside Reading must be completed and reported by the following dates. In addition, you must report on at least 250 pages by the time mid-quarters are mailed out.

First Quarter——————October 21, 1994
Second Quarter——————January 13, 1995
Third Quarter——————March 17, 1995
Fourth Quarter——————June 2, 1995

READ-ALOUDS: The Art of Listening

Listening to someone read is an informal performance. There are two ideas here — ***informal***, and ***performance***.

Informal means, generally, you can relax. You do not have to "sit up straight in your desk." You do not have to be afraid to blink. You should try to sit in a way that is fairly comfortable. You are not taking a test, or a quiz. You should be able to forget about anything that is bothering you. Sit back, relax, listen, and try to enjoy.

What you are listening to is still a ***Performance***, though. This means that there are others in the room who may wish to listen. As a matter of fact, they have the right to listen. Therefore, you should not do anything at all that might keep them from being able to do this. This means that you should be careful about distracting noises. Examples of this include rustling paper, trying to get something from the back of your desk, and rummaging in your pencil case.

Also, because it is a performance, you should not feel free to talk, or even whisper. If something in the performance is truly funny, do not be afraid to laugh. Generally, though, you should try not to make any sounds.

In other words, the most important thing is, **DO NOT DISTURB!**

THREE TYPES OF READ-ALOUDS:

SOMETIMES, you should read along…
If the reading is from one of our text books, (for example, reading, science, and social studies), then you will have your own copy of the book. Because of this, it is important that you follow along in the book as we read.

SOMETIMES, you should just "watch"…
There is, however, a different type of "read aloud." This is where the reader purposefully does NOT provide you with a copy of the book. In these cases, you should try to relax, but you also should make sure that you WATCH. This is very important when we have guest readers. Oral readers, in this case, are like actors. They will attempt to use eye contact, gestures, and even body language in order to "make the story come alive." You will miss a lot if you decide to "doodle," or you choose to put your head down.

SOMETIMES, you may listen and draw…
Did you ever wonder about an illustrator? Many times an illustrator is asked to read a story and draw pictures that go along with it. Students are allowed to have a paper on their desk. This does not mean that they are not to listen, but rather, that they may illustrate what is being read to them. This allows students to "paint" the picture they see in their mind on paper. They may also write down any words they do not understand.

THIS IS **NOT** A TIME FOR HOMEWORK TO BE DONE!

Appendix H – Tips for Oral Readers, School A

Reading Aloud to Students

Reading aloud to students introduces them to good literature, encourages language development, and demonstrates that wonderful experiences can come from books. Hearing stories and even factual information from books can substantially increase young people's awareness. Reading to children enhances their vocabularies, particularly for those from homes where experiential language background is limited. The most important reason for reading aloud, however, is enjoyment.

Many students can appreciate stories that are much too difficult for them to read independently. This helps them become aware of the world and enhances their appreciation of good literature.

Reading aloud is not just for younger children. Middle schoolers, high schoolers, and even college students love to hear good literature. Teacher educators read to their students both to model effective reading and to reinforce how beneficial and enjoyable reading aloud can be. College students enjoy many of the same books as children, demonstrating the power of literature to transcend age and academic levels. Commentaries indicate a need to strengthen young people's desire to read, and reading aloud can provide much-needed encouragement.

Reading aloud should be considered an important part of the language arts program. It is the third leg on the reading program tripod of direct instruction, sustained silent reading or book contact, and reading aloud.

Material. Selecting good material is vital. There are many sources, including teachers, librarians, and virtually anyone who likes to read or enjoyed being read to as a child. Published sources are also numerous, and many excellent ones can be uncovered in periodicals that review books for young people.

Eye contact. Eye contact is essential. It makes the listener feel valued and invited into the story. Eye contact does not mean a cursory glance over the group, but direct and individual contact with each listener. It provides the reader opportunities to estimate listeners' levels of interest and comprehension. Further, eye contact helps students avoid distractions by involving them more intensely in the story. Good eye contact is facilitated through slower reading and adequate knowledge of the text.

Lead-in. The lead-in is the time to set the scene and generate interest in the content. How much introduction is needed depends on the listener's experiential background relative to the setting of the story. Props and wall maps can be helpful. The lead-in is also the time to provide direct instruction of difficult concepts and vocabulary. If listeners do not have adequate knowledge to comprehend vocabulary and concepts related to the story, preparation is essential, and clarification must continue as new terminology appears. This encourages students to learn while experiencing the joy of a story.

Volume. Many people speak too softly when reading aloud. The reader must try to assure that the farthest listener can hear without straining. Clear enunciation is also vital. By listening to professional recordings of read-aloud sessions, readers can improve their own reading skills. Readers can also listen to tape recordings of their own sessions to evaluate volume, enunciation, and phrasing

Phrasing. Appropriate phrasing is essential for carrying the drama of the story. Reading aloud is a performing art as well as a means of telling a story. The reader must bring from within an adequate level of energy and enthusiasm. Varying pitch, volume, and speed is effective in enhancing listeners' interest. Successful phrasing involves telling the story in logical units, which requires thoughtful prereading. This also prepares the reader for such potential hazards as unusual sentence structure and undesignated speakers.

The reader might occasionally alter the text to increase listeners' comprehension. When rapid dialogue is presented without designated speakers, the reader can increase comprehension simply by indicating who is speaking. Another helpful modification is to have characters address each other by name.

Preparation. The reader needs to be aware of what events lie ahead in the book or story and be prepared for situations that might make the audience uncomfortable.

Reading aloud is an essential part of the instructional program and must not be slighted despite other time demands. Reading aloud offers tremendous rewards for both reader and listeners. *Becoming a Nation of Readers* points out that "the single most important activity for building the knowledge required for reading is reading aloud to children." This may be the best reason of all to read aloud to students.

(Adapted from the article, "Reading Aloud to Students," written by Edward J. Dwyer and Rebecca Hall, and published in the September 1990 issue of *Educational Digest*.)

Appendix I – Instructional Handout for students, School C.

READ-ALOUDS: The Art of Listening

Listening to someone read is an informal performance. There are two ideas here — ***informal***, and ***performance***.

Informal means, generally, you can relax. You do not have to "sit up straight in your desk." You do not have to be afraid to blink. You should try to sit in a way that is fairly comfortable. You are not taking a test, or a quiz. You should be able to forget about the normal "stresses" that may be going on in your life. Sit back, relax, listen, and try to enjoy.

What you are listening to is still a ***Performance***, though. This means that there are others in the room who may wish to listen. As a matter of fact, they have the right to listen. Therefore, you should not do anything at all that might keep them from being able to do this. This means that you should be careful about distracting noises. Examples of this include opening candy, or gum (the wrapper noise can be very distracting).

Also, because it is a performance, you should not feel free to talk, or even to whisper. If something in the performance is truly funny, do not be afraid to laugh. Generally, though, you should avoid trying to communicate with other members of the audience. In other words, the most important thing is, **DO NOT DISTURB!**

TWO TYPES OF READ-ALOUDS:

SOMETIMES, you should read along…

IF the reading is some work of literature which is a required part of our curriculum (examples include *The Glass Menagerie*, *Oedipus, the King*, and *Julius Caesar*), then you will have your own copy of the literature which is being read. Because of this, it is important that you visually follow along in the book as we read. This is especially true on some of the works. Shakespeare, for example, requires a great deal of concentration in order to keep up with what is going on, because of the language. Please make sure you are following along in your text.

SOMETIMES, you should just "watch"…

There is, however, a different type of "read aloud." This is where the reader purposefully does NOT provide you with a copy of the text. In most cases, this will occur with shorter works, which are also easier to follow. In these cases, you should try to relax, but you also should make sure that you WATCH. Oral readers, in this case, are like actors. They will attempt to use eye contact, gestures, and even body language in order to "make the story come alive." You will miss a lot if you decide to "doodle," or you choose to put your head down.

Appendix J – Reading Log used at School A

DATE	BOOK TITLE / PAGES READ	AUTHOR	READ	READ TO	PARENT'S INITIALS

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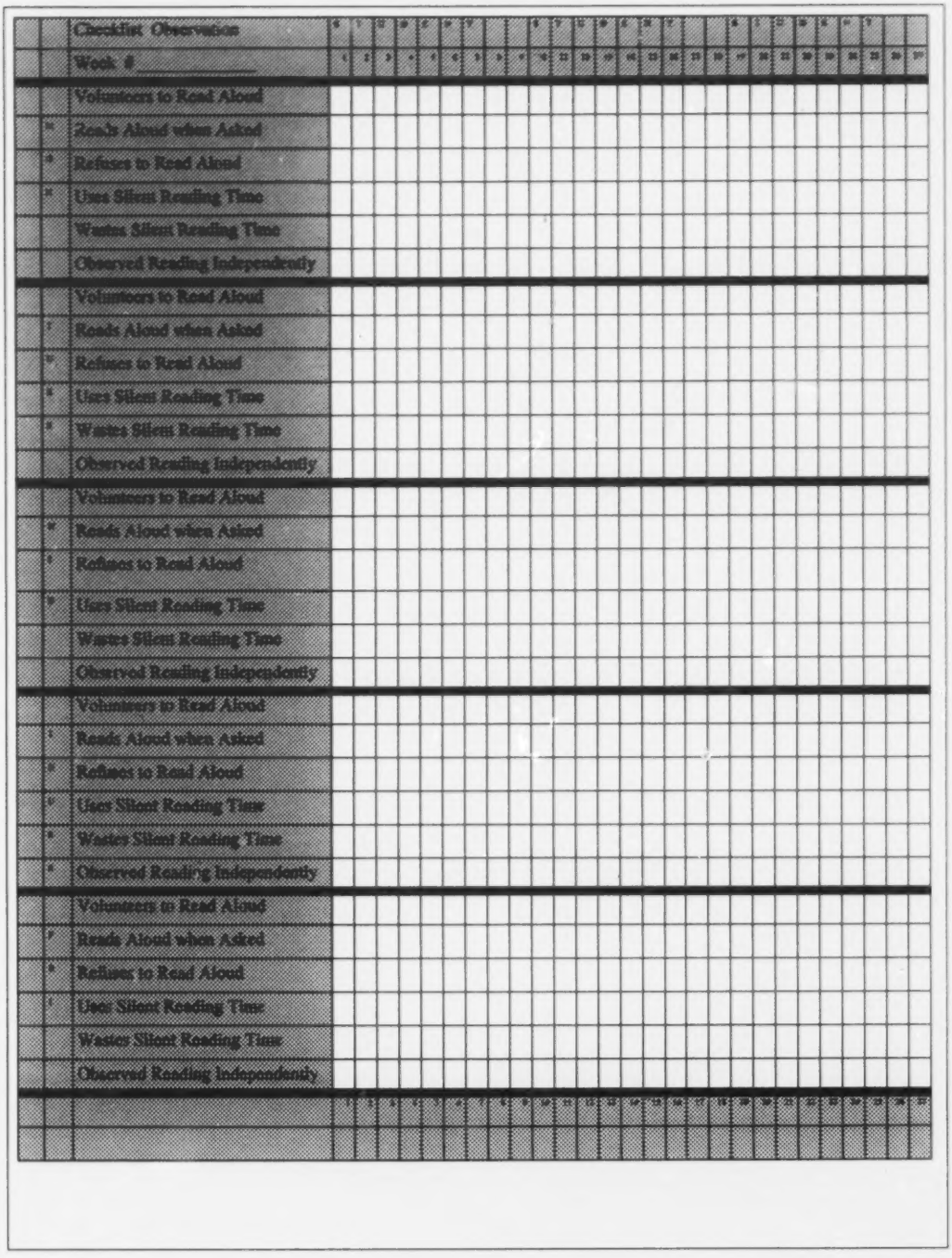
Appendix K – Weekly Reading Log used at School B

Weekly Reading Record Log

Dates:	Week # __	From: Mo __	Day __ Yr _		To: Mo __	Day __ Yr __	
Day:	School Assigned	School Assigned	Independent Unassigned			Time:	Parent Initials:
	Total # of pages assigned (all classes	Total # of pages completed	Total # of Book pages	Total # of articles:	Total # of articles:	Ttl. Time spent reading today: Hours=H	
Monday:							
Tuesday:							
Wednesday:							
Thursday:							
Friday:							
Saturday:							
Sunday:							
WEEK TOTALS:							

Appendix L - Checklist Observation Sheet used at School B



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Appendix M - 3 Quizzes used at School B

QUIZ I - THE BEGINNINGS OF THE AMERICAN TRADITION

Part I: Historical Introduction
MULTIPLE CHOICE: Mark the letter of the best answer to each question.

1.) After Columbus, Europeans did *not* explore the New World for
a.) a faster route to the Far East. c.) the Fountain of Youth.
b.) precious metals and jewels. d.) the sheer joy of the conquest.

2.) By the end of the Sixteenth century, Europeans began to show interest in
a.) establishing settlements. c.) converting the Indians.
b.) raising cattle and sheep. d.) mining for gold and silver.

3.) People who settled in North America wanted all of the following except
a.) land c.) good wages.
b.) universal education d.) religious freedom.

4.) The Puritans believed in all of the following *except*
a.) God's grace. c.) a divine mission.
b.) a simple, plain religion. d.) tolerance of sin.

5.) New England Puritans generally wrote for
a.) instruction and inspiration. c.) English readers.
b.) posterity. d.) European scholars and scientists.

6.) American Puritanism as a major religion lasted
a.) fifty years. c.) two centuries.
b.) about one century. d.) into the twentieth century.

7.) The typical Southern settlement was
a.) a seaport town. c.) an isolated frontier farm.
b.) a plantation. d.) a captured Indian village.

8.) The Southern gentleman had a strong belief in
a.) personal ambition. c.) complete independence.
b.) public service. d.) isolationism.

9.) Southern writers were interested in
a.) history. c.) romance and adventure.
b.) nature and society. d.) political treaties.

10.) The writing styles of Emily Dickenson and Ernest Hemingway can be traced to the Puritan's insistence on
a.) grace. c.) purity.
b.) plainness. d.) self-expression.

Part II - SPANISH EXPLORERS IN THE NEW WORLD

11.) What part of the present United States did Cabeza de Vaca and his companions wander across after they were shipwrecked?
a.) Florida, Arkansas, and Texas.
b.) Arizona, Utah, and California..
c.) Texas, New Mexico, and Arizona.
d.) Mississippi, Louisiana, and Texas.

12.) Cabeza de Vaca's narrative reveals that the Indians who enslaved him and his men
a.) traded mats and nets with other tribes.
b.) were in constant search for food.
c.) ate only raw meat.
d.) were converts to Christianity.

13.) How did de Soto's expedition cross the Mississippi?
a.) They built a raft.
b.) They commandeered canoes from the Indians.
c.) They built four sailing boats.
d.) They forded the river on horseback.

14.) When Coronado explored the American Southwest, he was searching for the
a.) Seven Cities of Cibola.
b.) Fountain of Youth.
c.) Grand Canyon.
d.) Pacific Ocean.

15.) According to these accounts, the Pueblo tribes
a.) treated European explorers badly.
b.) were conquered by de Soto's cavalry.
c.) exhibited a highly organized society.
d.) existed only at a subsistence level.

Part III - JOHN SMITH FROM THE GENERAL HISTORY

16.) The settler's troubles included all of the following except
a.) sickness and hunger.
b.) daily battles with the Indians.
c.) never-ending hard work.
d.) disagreements and poor leadership.

17.) The colony's food problems stemmed from
a.) the Indians' destroying the colonists' first crop.
b.) the Indians' stealing the colonists' supplies.
c.) the colonists' lack of planning.
d.) an early autumn blizzard.

18.) Smith charges President Wingfield with
a.) sinning.
b.) stealing communal supplies.
c.) selling food to sailors.
d.) drinking and eating too much.

19.) John Smith does all of the following *except*
a.) make the colonists work.
b.) take over as President.
c.) send Wingfield back to England.
d.) shows the Indians a compass.

20.) Smith is captured by the Indians (page 18) while he is
- a.) on a trading expedition
- b.) exploring a nearby river
- c.) on a hunting trip.
- d.) fighting the Indians.

21.) Which of the following words does not describe Smith's behavior after the Indians had captured him?
- a.) quick-witted
- b.) courageous
- c.) bold
- d.) foolhardy

22.) Powhatan spares Smith's life because
- a.) Powhatan wants peace with the colonists
- b.) Powhatan needs the colonists' weapons
- c.) Pocahontas risks her life for Smith
- d.) Powhatan's tribesmen admire Smith's courage

23.) What name does Powhatan give to John Smith to make him a son?
- a.) Opechankanough
- b.) Werowocomoco
- c.) Nantaquoud
- d.) Pamaunkee

24.) Why does Smith say that the Indians brought food to the starving colonists?
- a.) God made the Indians accept the colonists
- b.) Pocahontas made the Indians help the settlers
- c.) The Indians wanted to learn English
- d.) He threatened to kill the Indians unless they did

25.) Why does Smith fire off the two cannons he gives Rawhunt as a present for Powhatan?
- a.) to see if they work
- b.) to impress the Indians
- c.) to force the Indians to return to their tribe
- d.) to entertain the Indians

TRUE/FALSE: Write "**A**" for a true statement. Write "**B**" for a false statement

26.) Smith blames the Council for the troubles the colonists encounter.

27.) Smith is captured by Indians after a fight at the Chickahominy River.

28.) After Pocahontas saves Smith's life, she and Smith are married.

29.) Powhatan befriends Smith and adopts him as a son, Nantaquoud.

30.) The Indians bring food to the colonists.

QUIZ 2 - WILLIAM BRADFORD from ***Of Plymouth Plantation***

Part I
MULTIPLE CHOICE: Mark the letter of the best answer to each question.

1.) William Bradford's account of the voyage to America contains all of the following details except
a.) the number of Puritans aboard
b.) descriptions of the storms at sea.
c.) accounts of sickness among crew and passengers.
d.) a repair to the *Mayflower*'s beam at sea.

2.) Bradford describes incidents that indicate his
a.) hatred for sailors.
b.) fear of the sea..
c.) belief in the works of God.
d.) loathing for the Indians.

3.) Which of the following hardships did the Pilgrims *not* endure on the voyage?
a.) the abuse of the seamen.
b.) the crew's mutiny.
c.) a harsh winter.
d.) a rough voyage.

4.) Bradford insists that the *Mayflower* arrived safely at Cape Cod because
a.) the mariners were so courageous.
b.) God decided the passenger's destiny.
c.) the British sailors were excellent navigators.
d.) the main beam withstood the Atlantic storms.

5.) The Mayflower passengers originally hoped to settle near
a.) Virginia
b.) Cape Cod.
c.) the Hudson River.
d.) Boston Harbor.

6.) Bradford suggests that God was responsible for all of the following *except*
a.) the death of the profane sailor.
b.) the rescue of John Howland.
c.) the arrival at Cape Cod.
d.) the repair of the main beam.

7.) Bradford's account of "The Starving Time" (page 27) emphasizes the
a.) punishment of the unGodly.
b.) Puritan's Christian behavior during crisis.
c.) Puritan's defenselessness.
d.) cruel behavior of the seamen.

8.) The purpose of the peace treaty between the Indians and the Puritans was to
a.) establish equality between them.
b.) make the Puritans stronger than the Indians.
c.) let the Puritans acquire more land.
d.) let the Puritans punish the Indians.

9.) Whom does Bradford call "a special instrument sent of God for their good beyond expectation"?
a.) John Howland. c.) Myles Standish.
b.) William Brewster. d.) Squanto.

10.) Squanto helped the Puritans in all of the following ways *except* one. Which is the exception?
a.) he acted as their interpreter with the Indians c.) he showed them the best places to catch fish.
b.) he taught them Indian rituals. d.) he guided them through the wilderness.

Part II
TRUE/FALSE: Write "**A**" for a true statement. Write "**B**" for a false statement

11.) The Pilgrims had a safe and uneventful voyage to America.

12.) The Pilgrims landed at Hudson Bay.

13.) The Pilgrims suffered a terrible first winter in America, during which many of them became ill and died.

14.) Bradford especially praises William Brewster and Myles Standish for nursing the sick.

15.) The Indian Squanto taught the Pilgrims how to plant corn and where to catch fish.

QUIZ 3 - ANNE BRADSTREET *To My Dear and Loving Husband*, and *Upon the Burning of Our House, July 10, 1666.*

Part I

MULTIPLE CHOICE: Mark the letter of the best answer to each question.

1.) "To My Dear and Loving Husband" does *not* mention
   a.) a wife's self-sacrifice.
   b.) a happy marriage.
   c.) the poet's attachment to her husband.
   d.) a mutual love.

2.) What is the best paraphrase of line 4?
   a.) What woman would compare herself to me?
   b.) What woman wants others to compare her to me?
   c.) What woman's happiness can match mine?
   d.) What woman's husband can match mine?

3.) Line 7 ("My love is such that rivers cannot quench") does *not* contain
   a.) rhyme
   b.) irony
   c.) hyperbole
   d.) comparison

4.) Why does the poet want a great reward for her husband in heaven (line 10)?
   a.) because she can't repay him for his love
   b.) because he has suffered so much on earth.
   c.) because he has lost all of his earthly riches.
   d.) because he has spread Christianity on earth.

5.) The poem's final couplet refers to
   a.) human love in heaven.
   b.) life after death.
   c.) human love lasting forever.
   d.) life on earth lasting forever.

6.) Why does Bradstreet, in "Upon the Burning of Our House" (p. 35, line 16) say that it was "just" for their house to burn down?
   a.) because they didn't appreciate their possessions.
   b.) because it belonged to God, and not to them.
   c.) because they had grown to love material belongings.
   d.) because they had started a fire.

7.) Which of the following is the best restatement of line 18?
   a.) I couldn't help feeling sad
   b.) I waited too long to change things.
   c.) we have to accept our misfortunes.
   d.) I don't want to complain.

8.) The poem's diction cannot be described as
   a.) simple.
   b.) clear.
   c.) ornate.
   d.) plain.

9.) The poet's final attitude shows
a.) anger at losing her earthly possessions. c.) gratitude for her eternal home.
b.) relief at escaping the fire. d.) sorrow for the loss of her bridegroom.

10.) Anne Bradstreet's poetry, to judge by the two selections given, is
a.) written in the ornate style c.) on everyday subjects, such as home and family
b.) about the rigors of colonial life d.) almost unreadable

Edward Taylor - *Huswifery* (Questions 11 - 20)

11.) In "Huswifery," the poet wants God's
a.) forgiveness c.) grace
b.) blessing for wealth d.) blessing as a seamstress

12.) The aim of the poem's title is to
a.) describe a prudent housewife
b.) prepare the reader for a series of metaphors
c.) imply that God's work is like a housewife's
d.) imply that the speaker wishes to be a housewife

13.) Taylor's poem compares God to all of the following *except* a
a.) seamstress c.) weaver
b.) spinner d.) dyer

14.) In the first verse, the poet compares himself to a
a.) spinning wheel c.) flower of Paradise
b.) holy spool d.) reel

15.) In the second verse, what will God's "Ordinances" do for the poet?
a.) Cleanse him of sin c.) Fill him with glory
b.) Dye his robes d.) Give him wisdom

16.) This poem expresses the religious beliefs of the
a.) Anglicans c.) Puritans
b.) Quakers d.) Catholics

17.) This poem is about a transformation from
a.) wool to cloth c.) sorrow to bliss
b.) imperfection to purity d.) ignorance to knowledge

18.) The poem might also be called a
a.) poem of praise c.) prayer for grace
b.) song of thanksgiving d.) confession

19.) Taylor's poem suggests that he was *not*
a.) devout c.) genial and lighthearted
b.) scholarly and learned d.) observant

20.) "Huswifery" is an example of a kind of extended metaphor called a
a.) contrast c.) poem
b.) conceit d.) rhyme

Johnathan Edwards *Sarah Pierrepont* and from *Sinners in the Hands of an Angry God (#21-#29)*

21.) The excerpt from "Sarah Pierrepont" is a(n)
a.) detailed description of a young lady's appearance c.) tribute to Pierrepont's state of grace
b.) eyewitness account d.) romantic confession of love

22.) The piece is mainly about Sarah Pierrepont's
a.) sweetness c.) manners
b.) spirituality d.) innocence

23.) The Puritan concept of "Grace" involves and requires
a.) God's presence c.) denial of pleasure
b.) self-sacrifice d.) religious training

24.) In "Sinners in the Hands of an Angry God," Edwards intends to make his hearers feel everything *except*
a.) fear c.) guilt
b.) remorse d.) hopelessness

25.) Edward's sermon is vivid in large part because he
a.) uses striking figures of speech c.) contrasts the wrath and kindness of God
b.) repeats the threat of damnation d.) uses lively descriptions of hell and of God

26.) Edward uses all of these literary and rhetorical devices *except*
a.) suspense c.) irony
b.) simile d.) repetition

27.) In his sermon Edwards describes human beings as
a.) stubborn chiefly c.) stupid chiefly
b.) loathsome chiefly d.) stubborn, loathsome, and stupid

28.) The people who would have understood the sermon were
a.) educated Puritans only c.) sinners only
b.) Bible-reading adults only d.) all of Edward's congregation

29.) When Edwards begs his congregation to "fly out of Sodom," he is suggesting that they are all
a.) sinners
b.) children of God
c.) residents of the city of Sodom
d.) members of a secret society of Christians

30.) In the sermon, Edwards chiefly has in mind which of the following?
a.) Frightening listeners away from sin
b.) Effecting a great change of heart in his listeners
c.) Preparing them for the punishment of a just God
d.) Indicating how to recognize grace when it comes

Part II
True/False. Write "A" for a true statement. Write :"B" for a false statement.

31. In "Sinners in the Hands of an Angry God," Edwards compares God's wrath to a whirlwind.

32. Edwards compares a sinner to a spider held over a pit.

33. According to Edwards, all members of his congregation have a thorough knowledge of their own sinfulness.

34. The sermon concludes that all sinners will perish by God's wrath.

Appendix N - 2 Unit Tests used at School B

Unit I Test

BEGINNINGS OF AMERICAN TRADITION TEST

1. The first colony was begun in _____.
   a. Plymouth b. Boston c. Virginia d. Massachusetts

2. The major influence in the North came from _____.
   a. Church of England b. John Smith c. Puritans d. William Byrd

3. The first Northern colony was at _____.
   a. Plymouth b. Boston c. Jamestown d. Salem

4. The three basic beliefs that are the root of the Puritan writing and culture were grace, plainness, and divine providence.
   a. true b. false

5. The philosophy of the Southern settlements was shaped by the group known as _____.
   a. church elect b. gentleman planters c. Spanish explorers d. none

6. The North and South regions developed differently because of these four major areas: soil, manner of settlement, religion, and weather.
   a. true b. false

Label the following characteristics as applying most to the North (A) or the South (B) settlements.

7. _____ examining and purifying one's own feelings (inner)
8. _____ public service over private interest
9. _____ closeness to the land
10. _____ plainness
11. _____ "city on a hill concept"
12. _____ concentration on religion
13. _____ attention directed to Nature (outward)
14. _____ village communities
15. _____ following the Church of England
16. _____ The Great Awakening

Part II: Match the author to the work

_____ 17.	William Byrd	A. To My Dear and Loving Husband
_____ 18.	John Smith	B. The History of the Dividing Line
_____ 19.	William Bradford	C. Sinners in the Hands of an Angry God
_____ 20.	Anne Bradstreet	D. Huswifery
_____ 21.	Edward Taylor	E. Of Plymouth Plantation
_____ 22.	Jonathan Edwards	BC. Upon the Burning of Our House
_____ 23.	Sarah Kemble Knight	AB. Sarah Pierrepont
		AD. The General History
		AE. The Journal of Madam Knight

Part III: Match the author to the literary form most characteristic of their works.

_____24.	iambic couplet	A.	William Bradford
_____25.	conceit	B.	Jonathan Edwards
_____26.	the journal	C.	Anne Bradstreet
_____27.	plain style	D.	Edward Taylor
_____28.	persuasion	E.	William Byrd
_____29.	some humor		

Part IV: True (A) - False (B)

_____30. The first book published in America was a translation of the Psalms.
_____31. Puritanism as a way of life lasted only about a century in America.
_____32. The Puritan vision of America as a divinely appointed place remains a part of today's American character.
_____33. Smith's writings were intended to clear away European myths about America.
_____34. Indians showed their worshipful relation to nature.
_____35. Indian words were added to English by Early explorers and colonists.
_____36. Anne Hutchinson was expelled to preserve group harmony.
_____37. A plantation became a self-contained civilization.
_____38. Grace is a miraculous transformation of oneself from coarse imperfections to shining purity.
_____39. "Huswifery" is a kind of prayer in which the poet asks God for grace.
_____40. An important question in Puritanism was, "Can one achieve religious grace through one's own efforts?"
_____41. An extended comparison between two startlingly different things is a type of metaphor called a conceit.
_____42. Anne Bradstreet and Sarah Pierrepont and Anne Hutchinson would agree that worldly goods should not be loved too intensely.
_____43. "Alas slain is the Head of Israel,
Illustrious Saul whose beauty did excel . . . . ."
is written in iambic couplet.
_____44. The plain style has never disappeared from American literature.
_____45. The "providential" view of history supports the idea that whatever happens in history happens because God wants it to happen.
_____46. The quality of feeling different ways about the same thing is called ambivalence
_____47. What the explorers, Puritans, and early Southerners share with later American writers most of all is a desire to convey the special quality of life in America, living in a new world, facing new experiences.
_____48. Smith liked the Indian's bravery and their generosity.
_____49. Bradford had a providential view of history.

Part V: Fill in and Define Choose from the following answers.

A - rhythmic pattern with 2 successive lines that rhyme
B - whatever happens is because God wants it to happen
C - a metaphor that compares 2 startlingly different things
D - restate language and ideas in your own words
E - a record of daily events
AB - using nearby words to get the meaning of a word
AC - Puritans
AD - Audience, Speaker, Occasion, Means of Persuasion
AE - Description, Narration, Exposition, Persuasion
BC - Stories passed down by word of mouth

50. The forms of discourse are _____.
51. Iambic couplet is _____.
52. The conceit is _____.
53. The journal is _____.
54. The context of a word refers to _____.
55. The elements in persuasive writing are _____.
56. Paraphrase is _____.
57. Oral literature is _____.
58. Divine Providence is _____.
59. Separatists were _____.

Unit II Test - REVOLUTIONARY PERIOD

PART I COMPLETION (Could be more than one answer)

1. The period that English and Americans believed humans could manage themselves and their societies without depending on authorities and past traditions was called the _____.
   a. Revolutionary Period b. Colonial Period c. Classicism d. Age of Reason e. None.

2. The leading writers of this period tended to write on science, ethics, or government rather than religion
   a. true b. false

3. _____ was typical of this spirit because of his ingenious inventions designed to make life more comfortable.
   a. B. Franklin b. T. Jefferson c. T. Paine d. P. Henry e. P. Wheatley

4. _____was typical because of his hatred of any restriction on human inquiry.
   a. B. Franklin b. T. Jefferson c. T. Paine d. P. Henry e. P. Wheatley

5. The American Revolution was fought not only with muskets, but also equally with _____.
   a. pamphlets b. essays c. songs and poems d. speeches e. all

6. Amid the uproar and gunfire occurred a second and very different revolution that could be called the revolution of American _____.
   a. arts b. culture c. agriculture d. industry e. none

7. A brief statement-usually one sentence-that expresses some truth about life in terse, easily remembered form is called _____.
   a. point of view b. proverb c. allusion d. aphorism e. literary letter

8. A reference made (hinted at - not fully explained) for the sake of comparison to persons, events, literary works, or almost anything present or past, real or imaginary, is called_____
   a. proverb b. allusion c. aphorism d. literary letter

9. Crevecoeur's use of the _____ was making use of an ancient form to report his experiences and beliefs concerning the new world.
   a. point of view b. proverb c. aphorism d. personification e. literacy letter

10. Phillis Wheatley used chiefly the literary device of _____ to treat America as a woman or goddess named Columbia.
    a. proverb b. epitaph c. personification d. literary letter e. aphorism

PART II IDENTIFICATION - MATCHING (Only one answer for each)

A. Franklin, Ben	C. Thomas Paine	E. M-G J. de Crevecoeur
B. Patrick Henry	D. Thomas Jefferson	AB Wheatley, Phillis
		BC Revolutionary Songs

11. "Give me liberty or give me death!"
12. "Love your neighbor, but don't pull down your hedge."
13. "The heart that feels not now is dead: the blood of his children will curse his cowardice."
14. "We hold these truths to be self-evident: that all men are created equal..."
15. "The goddess comes, she moves divinely fair, Olive and laurel binds her golden hair: ....Columbia's fury found;...."
16. "What then is the American, this new man?"
17. "we mutually pledge to each other our lives, our fortunes, and our sacred honor."
18. "Like the cover of an old Book, Its contents torn out..."
19. "Fish and visitors smell in three days."
20. "Suffer not yourselves to be betrayed with a kiss."
21. "These are the times that try men's souls."
22. "Tyranny, like hell, is not easily conquered"
23. "...leaving behind him all his ancient prejudices and manners, receives new ones from the new mode of life he has embraced..."
24. "And there we see the men and boys as thick as hasty pudding."
25. "But when shall we be stronger? Will it be the next week or the next year? Will it be when we are totally disarmed, and when a British guard shall be stationed in every house?"
26. "Three may keep a secret if two of them are dead."
27. "A slip of the foot may soon recover, but a slip of the tongue you may never get over."
28. "A small leak will sink a great ship."
29. "In truth, I found myself incorrigible with respect to order; and now I am grown old, and my memory bad, I feel very sensibly the want of it."
30. "During my brother's confinement, which I resented a good deal, not-withstanding our private differences, I had the management of the paper...."
31. "The Autobiography"
32. "The Declaration of Independence"
33. "Letters from an American Farmer"
34. "The Crisis, Number 1"
35. "To His Excellency General Washington"

PART III - IDENTIFICATION - MATCHING (Only one answer for each)

a. allusion
b. aphorism
c. rhetorical question
d. parallelism
e. personification

36. "While freedom's cause her anxious breast alarms"

37. "our lives, our fortunes, our sacred honor"

38. "What we obtain too cheap, we esteem too lightly"

39. "We are apt to shut our eyes against a painful truth, and listen to the song of that siren till she transforms us into beasts."

40. "I ask gentlemen, sir, what means this martial array, if its purpose be not to force us to submission?"

41. "He that scatters thorns, let him not go barefoot."

PART IV TRUE (Mark A) or FALSE (Mark B) (One answer each)

42. An autobiography presents the writer's life as a continuous narrative, a sort of story.

43. The example of the autobiography selection uses the first person point of view.

44. The sayings sprinkled through the Farmer's Almanac are also called allusions or proverbs.

45. An epitaph can also make use of an appropriate simile.

46. Henry is most known for his use of the rhetorical question.

47. Jefferson was best known for his use of the aphoristic style.

48. Allusion, aphorism, rhetorical question and repetition are all forms used in persuasion.

49. A literary letter combines the persuasive advantages of an intimate tone with those of solid evidence and example.

50. During the Revolutionary period American cities grew swiftly and Americans' population doubled.

Appendix O - 3 Required Reading Tests used at School B

Scarlet Letter Test

Part I True or False
(A) or (B)

1. Hawthorne supports the penal code employed by the Puritans.
2. The inspector from the Custom House is one of the author's favorite people.
3. Working in the Custom House stimulates the author's creativity.
4. Only one young mother in the opening scene of the novel voices pity for Hester.
5. Hester's parents are wealthy landowners in England.
6. Her husband is thought to be dead.
7. Boston magistrates show mercy to Hester by not invoking the death penalty for adultery.
8. Hester is devastated by the public humiliation of the scaffold.
9. Her jailer unknowingly asks Hester's husband to attend to her and her child.
10. Blaming himself for involving her in a loveless marriage, the wronged husband forgives Hester.
11. Needlework is the skill with which Hester supports herself and Pearl.
12. Hester can barely survive on the earnings she has.
13. She and Pearl are isolated in a cottage on the edge of town.
14. Hester is determined to take Pearl and escape into the wilderness.
15. She decides to join Mistress Hibbins' alliance with the Man in Black.
16. Immediately, Hester's husband discovers who her partner in sin is.
17. Roger Chillingworth is respected in the town as a saintly man.
18. Hester's pastor is suspected of consorting with witches.
19. Desire for revenge is the sin that turns a good man into an evil one.
20. Pearl grows into a strange, difficult little girl.
21. She often questions her mother about the Scarlet Letter.
22. Hester has been meeting her lover regularly for 7 years.
23. She is terrified at the decline of her lover's health.
24. Having allowed evil to master him, the minister is easily tempted.
25. Pearl begs her parents to take her away from Boston.
26. Aware of the couple's plan to escape, Hester's husband does not interfere.
27. Pearl kisses her father for leaving his estate to her.
28. Noting Hester's goodness, the townsfolk change their attitude toward her.
29. Pearl marries a local boy and settles down near her mother.
30. Chillingworth dies, apparently, unrepentant.

Part II Multiple Choice (31 - 60)

31. Hawthorne writes *The Scarlet Letter* in
    a.) 1642 b.) 1938 c.) 1850

32. He decides to write a novel because
    a.) it passes the time at the Custom House
    b.) he hopes to make some money
    c.) his friend Thoreau needs money

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33. Hester Prynne grew up in _____.
a.) Belgium b.) England c.) Holland d.) France

34. Chillingworth arrived in Boston with _____.
a.) an alchemist b.) Hester c.) Dimmesdale d.) an Indian

35. Hester first recognized Chillingworth in Boston by _____.
a.) a scar b.) his eyes c.) his nose d.) his shoulder

36. Dimmesdale was assigned to get Hester to _____.
a.) leave town b.) give up Pearl c.) identify Pearl's father d.) send for her husband

37. After her disgrace, Hester first talked to Chillingworth _____.
a.) in the forest b.) in prison c.) at the scaffold d.) in her house

38. Chillingworth made Hester swear not to reveal _____.
a.) his identity b.) Pearl's father c.) her birthplace d.) his profession

39. Hester was never asked to sew for _____.
a.) officials b.) brides c.) babies d.) corpses

40. Hester dressed Pearl in _____.
a.) dark colors b.) boy's clothes c.) happy and bright colors d.) green always

41. Chillingworth's real name was _____.
a.) Dimmesdale b.) Prynne c.) Winthrop d.) Hutchinson

42. Hester leaves the Scarlet letter on her breast _____.
a.) for decorative purposes b.) to fulfill her sentence c.) to call attention to herself

43. _____ is the reason the minister calls on the physician.
a.) Declining health b.) An epidemic c.) The need for an inoculation

44. The physician feels that the minister has _____.
a.) a weak constitution b.) sickness of the soul c.) a hereditary disease

45. The townsfolk notice that the minister becomes _____ as his friendship with the physician grows.
a.) stronger b.) happier c.) weaker

46. Hester tells her lover the truth about _____.
a.) her joining a coven of witches b.) her mother c.) her husband

47. The lovers _____.
a.) book passage on a ship b.) set up a home in the wilderness c.) ask the Indians to help them.

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48. The minister _____.
a.) confesses his guilt publicly b.) forgets to acknowledge Pearl c.) leaves for England

49. Mistress Hibbins was Governor Billingham's _____.
a.) niece b.) sister c.) mother d.) aunt

50. When Hester was at Billingham's house, he told her that officials had decided to _____.
a.) imprison her b.) deport her c.) take Pearl from her d.) forgive her

51. The only surgeon in Boston at the time was _____.
a.) a preacher b.) a barber c.) a lawyer d.) an alderman

52. Mistress Hibbins asked Hester to _____.
a.) meet her in the forest b.) give Pearl to her c.) make her wedding dress d.) take off the A

53. When Hester met Dimmesdale in the forest she _____.
a.) scolded him b.) accused him of theft c.) praised Chillingworth d.) threw her "A" away

54. When Dimmesdale died, Pearl's age was _____.
a.) four b.) five c.) seven d.) eight

55. Pearl _____.
a.) dies in England b.) marries and has a child c.) becomes a Boston seamstress

56. Chillingworth's main purpose in Boston was _____.
a.) protecting Hester b.) befriending Pearl c.) healing the sick d.) revenge

57. After his Election Sermon, Dimmesdale was _____.
a.) feeble b.) happy c.) suspicious d.) vigorous

58. Chillingworth left much property to _____.
a.) Hester b.) Dimmesdale c.) Pearl d.) Reverend Wilson

59. Dimmesdale died _____.
a.) on the scaffold b.) on the ship c.) in the forest d.) in Hester's home

60. Hester was buried _____.
a.) in Europe b.) in the Indian burial ground c.) in the forest d.) near Dimmesdale's grave

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Part III Matching

61. ____ is willed to the child of the adulteress
62. ____ symbolizes Hester's sin and shame
63. ____ dies on the same night that Hester's lover climbs the scaffold
64. ____ represents evil or Satan to the Puritans
65. ____ apparently triggers hallucinations in Hester's lover
66. ____ is a clergyman
67. ____ decrees death for the sin of adultery
68. ____ insists the scarlet letter be replaced after discarded
69. ____ is thought to be a witch
70. ____ the place where Hester undergoes her humiliation

A. Hester
B. the Man in Black
C. the scarlet letter
D. Wilson
E. Chillingworth
AB. Pearl
AC. a meteor shower
AD. the deacon
AE. the market place
BC. the Puritan penal code
BD. Dimmesdale
BE. Gov. Winthrop
DE. Mistress Hibbins
CD. an estate
CE 1642

Part IV Fill-ins (71 - 80)

A. in the forest
B. confession
C. his heart
D. in Boston
E. a minister
AB. in Europe
AC. sermon
AD. Election Day
AE. with gold
BC. a leech
BD. a kiss
BE. an imp
CE. gloves
DE. on the scaffold

71. The only fun day of the year in old Boston was _____.
72. Hester and Dimmesdale saw a meteor when they were _____.
73. Dimmesdale agreed to flee after his _____.
74. Hester embroidered this "A" _____.
75. Pearl was regarded as _____.
76. Hester's last days were spent _____.
77. Pearl's father was _____.
78. Hester embroidered Gov. Billingham's _____.
79. Pearl tried to wash off _____.
80. Dimmesdale often placed his hand over _____.

Part V Put in chronological order (1 first, 5 last)

Group 1.

81. a. Pearl was named by her mother.
82. b. The lovers decide to leave New England.
83. c. The townsfolk shun Pearl and Hester.
84. d. Pearl kisses her father.
85. e. Hester's pastor and the physician become friends.

Scarlet Letter p.5

Part V (continued) Put in chronological order (1 first, 5 last)
Group 2.

86. a. The lovers meet in the forest.
87. b. The physician attempts to stop his rival from confessing his guilt on the scaffold.
88. c. The adulteress mounts the scaffold alone.
89. d. Pearl's future with her mother is jeopardized.
90. e. Hester's husband is revealed to her..

Part VI Fill-ins

Choices:

A - Hester
B - Dimmesdale
C - Chillingworth
D - Pearl
E - Hawthorne (as the author/narrator)
AB - Rev. Wilson
AC - Mistress Hibbins
AD - Gov. Winthrop
AE - The man in black

"Hadst thou sought the whole earth over... there was no place so secret... no high place nor lowly place, where thou couldst have escaped me... save on this very scaffold!"

91. Identify the speaker (name). _____
92. Who was it spoken to (name)? _____

"Come away, or yonder Old Black Man will catch you! He hath got hold of the minister already."

93. Identify the speaker (name). _____
94. Who was it spoken to (name)? _____

"At first his expression had been calm, meditative, scholar-like. Now there was something ugly and evil in his face, which they had not previously noticed, and which grew still the more obvious to the sight the oftener they looked upon him."

95. Identify the speaker (name). _____
96. Who was being spoken about (name)? _____

"Once in my life I met the Black Man! ... this is his mark!" (Man in Black)

97. Identify the speaker (name). _____
98. Who was it spoken to (name)? _____

"His form grew emaciated; his voice, though still rich and sweet, had a certain melancholy prophecy of decay in it."

99. Identify the speaker (name). _____
100. Who was being spoken about (name)? _____

Test - *The Crucible*

I. Character Identification - Match the character with the description

1.) old man who was crushed with stones.	a.) Thomas Putnam
2.) girl who led the accusations.	b.) Rev. Samuel Parris
3.) a worthy woman put to death as a witch.	c.) Abigail Williams
4.) slave who taught the children about "spirits."	d.) John Proctor
5.) instigator of the investigations who later dencunced them.	e.) Rebecca Nurse
6.) he used the witch tales to carry out his personal vengeance.	ab.) Rev. John Hale
7.) she tried to stop the trials, then charged Proctor.	bc.) Tituba
8.) man whom Abigail hoped to marry after his wife was hanged.	cd.) Giles Cory
9.) he would tolerate no challenge to his authority.	de.) Judge Danforth
10.) minister who feared there was a conspiracy against him.	ae.) Mary Warren

II. TRUE (Mark A) or FALSE (Mark B)

11.) Tituba imagined she would fly to Barbados as a bluebird.
12.) The Rev. Parris was a graduate of Harvard.
13.) *The Crucible* is intended to be an accurate record of the Salem witch trials.
14.) Arthur Miller never graduated from high school.
15.) John Proctor's affair was merely a product of his wife's imagination.
16.) Francis Nurse appeared in court 33 times in civil disputes.
17.) Dancing was the only acceptable form of entertainment in Salem.
18.) Mary Warren sewed a poppet for her mistress during the trials.
19.) The necessity for strict social control was beginning to break down in Salem.
20.) Hale was a devoted supporter of the trials throughout *The Crucible*.

III. Multiple Choice - Choose one correct answer for each question.

21.) The conflict between "witches" and Christians is compared to what modern conflict?
a.) rich vs. poor. c.) Communism vs. capitalism.
b.) fighting in Ireland. d.) civil rights strife

22.) How could an accused "witch" escape from execution?
a.) confess to the charge c.) deny the charge.
b.) accuse another "witch." d.) they could do nothing.

23.) What factor or factors contributed to the witch hunt?
a.) resentment among neighbors. c.) social instability.
b.) theocratic leadership of Salem. d.) all of these.

24.) In what way did Elizabeth Proctor condemn herself?
a.) collecting poppets. c.) beating Mary Warren.
b.) denying her husband's affair. d.) confessing to witchcraft.

25.) Why does the Rev. Parris become uneasy about the executions?
a.) the village is uneasy. c.) he knows the trials are a farce.
b.) his daughter is condemned. d.) all of these.

26.) Why was John Proctor frequently absent from church?
a.) he disliked the minister c.) he lived too far from town
b.) he was an atheist d.) none of these

27.) Which of the following plays did Arthur Miller NOT write?
a.) *After the Fall* c.) *Incident at Vichy*
b.) *A View from the Bridge* d.) *The Critic*

28.) What did Hathorne believe motivated the children's accusations?
a.) hatred c.) the voice of God
b.) knowledge of goodness d.) all of these

29.) How was an accused witch put to death?
a.) burned at the stake c.) drowned
b.) crushed with stones d.) hanged

30.) Which child was sent to seek the souls of her dead brothers and sisters?
a.) Mercy Lewis c.) Mary Warren
b.) Ruth Putnam d.) Betty Parris

31.) What postponed Elizabeth Proctor's execution?
a.) a petition for her release c.) lack of evidence
b.) her pregnancy d.) Mary Warren's testimony

32.) How did Giles Cory escape from being condemned a wizard?
a.) he confessed c.) he refused to answer the charge
b.) he shot himself d.) he condemned another

33.) Why does Parris desperately want Proctor to confess?
a.) to appease the village c.) he hates Proctor
b.) he knows he is innocent d.) none of these

34.) Why is Danforth unable to pardon Proctor in the final scenes of the play?
a.) the village would overthrow his authority b.) he doesn't have the power
c.) it would cast doubt on the guilt of those already executed d.) all of these

35.) Which of the following best describes Parris' theology?
a.) love and justice c.) brotherhood
b.) "an eye for an eye, and a tooth for a tooth" d.) hell-fire and brimstone

36.) What was John Proctor's vocation?
a.) merchant b.) farmer c.) teacher d.) lawyer

37.) What is the Rev. Hale's mood as he first enters Salem?
a.) optimistic and confident c.) cautious and sober
b.) vengeful d.) skeptical

38.) Why does Mary Warren withdraw her testimony against the investigation?
a.) she knows she is admitting to perjury c.) she is in love with Proctor
b.) the other girls accuse her of witchcraft d.) all of these

39.) Why does Proctor confess to an affair with Abigail Williams?
a.) to satisfy his wife c.) to discredit her testimony
b.) to cleanse his soul of guilt d.) all of these

40.) Which of the following characters helped instigate the investigations and later condemned them?
a.) Judge Hathorne c.) Rev. Hale
b.) John Proctor d.) all of these

IV. SYMBOLIC RELATIONSHIPS - Choose the item or character which illustrates the following:

41.) Parris' materialism
42.) unrest in the village
43.) voice of reason
44.) symbol of bondage
45.) unassailable authority
46.) plaything given evil connotations
47.) goodness and godliness
48.) theocratic leader
49.) forbidden pleasure
50.) evil and trickery

a.) Hathorne
b.) chains
c.) Abigail Williams
d.) dagger
e.) Rebecca Nurse
ab.) Parris
bc.) golden candlesticks
cd.) Proctor
de.) poppet
ae.) dancing

V. CHARACTERS - Fill the blanks in the sentences below with the names of the appropriate characters.

51.) John Proctor felt that the greed of _____ was inappropriate in a clergyman.
a.) Hathorne b.) Proctor
c.) Parris d.) Hale

52.) The weak personality of _____ made her susceptible to the hysteria of the other girls.
a.) Rebecca b.) Abigail c.) Mary d.) Sarah e.) Ann

53.) _____ was alarmed by the reading habits of his wife.
a.) Parris b.) Hale
c.) Proctor d.) Cory

54.) Of all the authorities in the play, only _____ displayed real concern for injustice.
a.) Parris b.) Hale
c.) Hathorne d.) Danforth

55.& 56.) __(55)_____ conjured __(56)___ children out of the grave

55.) a.) Sarah b.) Betty c.) Tituba d.) Abigail

56.) a.) live b.) dead c.) evil d.) murdered

57.) _____ was jealous of Elizabeth Proctor
a.) Betty b.) Abigail c.) Mercy d.) Sarah e.) Rebecca

58. & 59) Pregnancy saved both ____(58)_____ and ____(59)____ from hanging.

58.) a.) Abigail b.) Elizabeth c.) Tituba d.) Mary

59.) a.) Sarah b.) Betty c.) Ann d.) Tituba

60.) Only _____ spoke out against Hale's cowardice.
a.) Parris b.) Proctor c.) Hathorne d.) Cheever e.) none

VI. Multiple Choice: Choose the one right answer for each of the following:

61.) The main theme of this play is _____.
a.) devil worship b.) intolerance c.) the necessity for the individual to be part of a group

62.) Arthur Miller is _____.
a.) a poet b.) a social dramatist c.) a literary critic

63.) Abigail was _____.
a.) an old woman b.) a baby c.) a young woman

64.) The Puritans had what kind of society?
a.) a democracy b.) an autocracy c.) a theocracy

65.) Mr. Hale was _____.
a.) a medical doctor b.) a minister c.) a lawyer

66.) Quakers and Puritans differed most in how they looked at _____.
a.) God b.) women c.) free speech in the community

67.) The Puritans trial methods were most similar to the methods of _____.
a.) The John Birch Society b.) the U. S. Senate c.) The U. S. Supreme Court

68.) The Puritans can best be described as _____.
a.) free-thinkers b.) dogmatists

69.) Thomas Putnam is most like _____.
a.) Joe McCarthy b.) Arthur Miller

70.) Giles was _____.
a.) hung b.) pressed c.) burned

71.) Rebecca Nurse _____.
a.) confessed to witchcraft b.) did not confess to witchcraft

72.) John Proctor was _____.
a.) a farmer b.) a lawyer c.) a minister

73.) The play is based most _____.
a.) on author's experience b.) on fact c.) on myth

74.) The play is set in _____.
a.) Jamestown b.) Salem c.) New York

75.) This Settlement was _____.
a.) a communal society b.) a group of individualists c.) a democracy

76.) One possible reason for the witch hunt may have been _____.
a.) land-lust b.) fear of Indians c.) Sadism

77.) The Puritans had _____.
a.) an "open" society b.) a repressed society c.) something between the two

78.) The Puritans loved _____.
a.) law and order b.) entertainment c.) music

79.) Goody Proctor _____.
a.) was accused b.) was not accused c.) accused John

80.) The Puritans were _____.
a.) English b.) Dutch c.) German

VII - Fill in the following:

81.) In the McCarthy hearings, people were accused of being _____.
a.) Democrats b.) Republicans c.) Communists d.) None

82.) The meaning of the word *crucible* is _____.
a.) Fire b.) Truth c.) Religion d.) Test e.) None

83.) A theocracy is the rule of a _____.
a.) president b.) king c.) governor d.) religious group

84.) The girls danced in the _____.
a.) market place b.) forest c.) church d.) minister's home

85.) The play was written (when?) in _____.
a.) 1850's b.) 1950's c.) 1890's d.) 1690's e.) 1650's

86.) The setting of the play is (when?) in _____.
a.) 1850's b.) 1950's c.) 1890's d.) 1690's e.) 1650's

87.) Salem is located in the state of _____.
a.) New England b.) Boston c.) New Salem d.) Massachusetts

88.) Legend has it that Abigail became _____.
a.) wealthy b.) a prostitute c.) a nun d.) a witch

89.) The end result of the witch trials was that the power of theocracy in Massachusetts was _____.
a.) prolonged b.) broken c.) heightened

90.) Proctor chooses in the end to _____.
a.) tear up his confession b.) hang c.) stick to his moral honor and do the right thing
d.) all e.) none

VIII. Match the following items (1 - 10) with the appropriate letters.

91.) Danforth	a.) Mary Warren made one
92.) Poppet	b.) in love with John
93.) Tituba	c.) the crying-out
94.) Mary Warren	d.) said she signed the devil's book
95.) Abigail	e.) very interested in land
96.) Hale	ab.) calling up spirits
97.) Elizabeth	bc.) deputy governor
98.) Thomas Putnam	cd.) minister
99.) The Accusations	de.) "He have his goodness now. God forbid I take it from him."
100.) Conjuring	ae.) led the girls in chants

POE TEST - HOUSE OF USHER & OTHER TALES

PART I. OBJECTIVE

A. MATCHING (20 points) (Pick from both groups)

1.) The Old Man's Eye
2.) Autos-da-fe
3.) C. A. Dupin
4.) Fortunato
5.) Pluto
6.) Roderick
7.) Prince Prospero
8.) A lantern at midnight
9.) Madeline
10.) Montresor
11.) a swinging blade
12.) Toledo, Spain
13.) An ape
14.) A special kind of Sherry
15.) 7 colored chambers
16.) Ravenous rats
17.) an ax murder of a wife
18.) being walled up alive
19.) oily and spicy meat
20.) Marie Roget

GROUP I

A.) The Tell-Tale Heart
B.) The Masque of the Red Death
C.) The Purloined Letter
DE.) The Black Cat
E.) The Fall of the House of Usher

GROUP II

AB.) The Pit and The Pendulum
BC.) The Murders in the Rue Morgue
BD.) The Cask of Amontillado
DE.) The Black Cat

B. FILL IN. (30 points)

21.) The setting for "Murders in the Rue Morgue" is the city of _____.
a.) Richmond b.) Boston c.) Toledo d.) Paris e.) London

22.) Poe's detective is named _____.
a.) Holmes b.) Prospero c.) Dupin d.) Montresor e.) Fortunato

23.) The murderer turned out to be _____.
a.) a dog b.) a cat c.) an insane man d.) an ape e.) a sailor

C. Pick letters from GROUP I or GROUP II.

24.) Guilt gives the murderer away in the story of _____I_____.
25.) and the story of _____II_____.
26.) The story most like "The Black Cat" is _____I_____.
27.) The story that centers on revenge is _____II_____.
28.) The story based upon the tortures of the Spanish Inquisition is _____II_____.
29.) Two stories that base their moral on the sin of pride are _____I_____
30.) and _____II_____.

(Part C - Continued) Pick letters from GROUP I or GROUP II.

GROUP I	GROUP II
A.) The Tell-Tale Heart	
B.) The Masque of the Red Death	AB.) The Pit and The Pendulum
C.) The Purloined Letter	BC.) The Murders in the Rue Morgue
DE.) The Black Cat	BD.) The Cask of Amontillado
E.) The Fall of the House of Usher	DE.) The Black Cat

31.) The ebony clock symbolizes mortality/death in the story _____I_____.
32.) The story that mentions the character's madness in the first line is _____I_____.
33.) Two stories that show people getting in trouble when they get intoxicated are _____I____
34.) and _____II_____.
35.) Two stories that use the symbol of the eye are _____I_____
36.) and _____II_____.
37.) The two stories that hide bodies behind walls are _____I_____
38.) and _____II_____.
39.) Toledo is the setting for _____II_____.
40.) A prison cell is the setting for _____II_____.
41.) An abbey is the setting for _____I_____.
42.) A wine cellar is the scene of murder in _____II_____.
43.) The story with 7 colored chambers is _____I_____.
44.) The two stories where the police enter the murderers' residences are _____I_____
45.) and _____II_____.
46.) The story that links twins is _____I_____.
47.) "The Haunted Palace" is found in the story _____I_____.
48.) The story with a hanging and an axe murder is _____I_____.
49.) A dismembered body is in ____I_____.
50.) A tarn is round in ____I_____.

Appendix P - Tallies, Pre-Intervention Surveys - School A

(Pre-Intervention) Survey Results - School A

1.) Do you have a public library card?
Yes 35 No 19

2.) Estimate the total number of books you own:
None 0 Between 1 – 50 12 More than 50 42

3.) Would you like to receive a book as a gift?
Yes 46 No 9

4.) Does anyone read to you?
7 Always (every night)
4 Usually (5 – 6 times a week)
11 Sometimes (2 – 4 times a week)
18 Once a week
14 Never

5.) Do you read to anyone at home?
5 Always (every night)
3 Usually (5 – 6 times a week)
24 Sometimes (2 – 4 times a week)
10 Once a week
14 Never

6.) Do you find books you like in our school library, the LRC?
Yes 50 No 3

7.) Do you like to read?
Yes 46 No 8

8.) Number the following from your favorite to your least favorite.
Number "1" should indicate your favorite.
14 Watch TV or play a video game (as their 1st choice.)
22 Play outside (as their 1st choice.)
16 Read a book (as their 1st choice.)

9.) Check the statements that describe how you feel.
You may check more than one.
4 I don't like to read.
7 I don't like to read to myself.
24 I like to listen to someone read to me.
40 I like to read to others

10.) Which of the following would you say best describes your attitude toward reading?
18 I love reading.
16 I like reading.
12 I am neutral about reading.
1 I dislike reading.
6 I hate reading.

11.) Check which one applies to you.
10 I always like to read out loud in class.
28 I sometimes like to read out loud in class.
16 I never like to read out loud in class.

12.) Estimate how many hours a day you spend watching TV and/or playing a video game.
2 None
20 0 – 2 hours
11 2 – 3 hours
7 3 – 4 hours
13 more than 4 hours

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Appendix Q - Tallies, Post-Intervention Surveys - School A

(Post Intervention) Survey Results - School A

1.) Do you have a public library card?
Yes 41 No 11

2.) Estimate the total number of books you own:
None 0 Between 1 - 50 15 More than 50 37

3.) Would you like to receive a book as a gift?
Yes 48 No 4

4.) Does anyone read to you?
6 Always (every night)
4 Usually (5 - 6 times a week)
16 Sometimes (2 - 4 times a week)
9 Once a week
11 Never

5.) Do you read to anyone at home?
11 Always (every night)
13 Usually (5 - 6 times a week)
14 Sometimes (2 - 4 times a week)
9 Once a week
5 Never

6.) Do you find books you like in our school library, the LRC?
Yes 42 No 10

7.) Do you like to read?
Yes 48 No 4

8.) Number the following from your favorite to your least favorite.
Number "1" should indicate your favorite.
16 Watch TV or play a video game (as their 1st choice.)
18 Play outside (as their 1st choice.)
18 Read a book (as their 1st choice.)

9.) Check the statements that describe how you feel.
You may check more than one.
5 I don't like to read.
10 I don't like to read to myself.
29 I like to listen to someone read to me.
39 I like to read to others

10.) Which of the following would you say best describes your attitude toward reading?
24 I love reading.
11 I like reading.
14 I am neutral about reading.
1 I dislike reading.
2 I hate reading.

11.) Check which one applies to you.
12 I always like to read out loud in class.
20 I sometimes like to read out loud in class.
20 I never like to read out loud in class.

12.) Estimate how many hours a day you spend watching TV and/or playing a video game.
1 None
24 0 - 2 hours
13 2 - 3 hours
6 3 - 4 hours
8 more than 4 hours

Appendix R - Tallies, Pre-Intervention Interviews - School A

(Pre-Intervention) Interview Results - School A

1.) Which type of books do you own?
Picture 43 Chapter 49 None 0 Other 0
Explain Other _____

2.) Which types of reading materials are in your household?
Magazines 53 Books 52 Newspapers 46 Other 2
Explain Other _____

3.) Do you visit the public library?
Often 8 Sometimes 39 Never 6
(Once a week)

4.) Do you think any of your friends enjoy reading?
10 I think all of my friends enjoy reading.
14 I think most of my friends enjoy reading.
26 I think some of my friends enjoy reading.
2 I don't think any of my friends enjoy reading.

5.) Do you think you know what your friends would like to read?
14 I think they like to read magazines.
25 I think they like to read picture books.
36 I think they like to read chapter books.
7 I think they like to read newspapers.
2 I don't think they like to read.

6.) Tell me about your favorite books.
43 were able to tell; 19 were unable to tell;

7.) Do you have a favorite author? Yes 17 No 36

8.) How would you feel about receiving a book as a gift?
19 I would love it.
29 I would like it.
4 I would not care, either way.
0 I would not like it.
1 I would hate it.

9.) Would you say that you enjoy reading silently?
Always 18 Sometimes 23 Never 2

10.) Would you say you enjoy reading orally in class?
Always 6 Sometimes 37 Never 9
(10+35 = 45 Students who "would enjoy reading.")

11.) Estimate how many hours a day you spend watching TV.
0 None
25 0 - 2 hours
16 2 - 3 hours
6 3 - 4 hours
6 more than 4 hours

12.) Estimate how many hours a day you spend playing a video game.
15 None
25 0 - 2 hours
3 2 - 3 hours
3 3 - 4 hours

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Appendix S - Tallies, Post-Intervention Interviews - School A

(Post Intervention) Interview Results - School A

1.) Which type of books do you own?
Picture 40 Chapter 43 None 0 Other 28
Explain Other _____

2.) Which types of reading materials are in your household?
Magazines 37 Books 40 Newspapers 37 Other 28
Explain Other _____

3.) Do you visit the public library?
Often 10 Sometimes 39 Never 4
(Once a week)

4.) Do you think any of your friends enjoy reading?
9 I think all of my friends enjoy reading.
22 I think most of my friends enjoy reading.
30 I think some of my friends enjoy reading.
1 I don't think any of my friends enjoy reading.

5.) Do you think you know what your friends would like to read?
21 I think they like to read magazines.
34 I think they like to read picture books.
42 I think they like to read chapter books.
8 I think they like to read newspapers.
1 I don't think they like to read.

6.) Tell me about your favorite books. _____
_____

7.) Do you have a favorite author? Yes 32 No 21

8.) How would you feel about receiving a book as a gift?
23 I would love it.
28 I would like it.
1 I would not care, either way.
0 I would not like it.
0 I would hate it.

9.) Would you say that you enjoy reading silently?
Always 25 Sometimes 25 Never 2

10.) Would you say you enjoy reading orally in class?
Always 10 Sometimes 35 Never 8
(10+35 = 45 Students who "would enjoy reading.")

11.) Estimate how many hours a day you spend watching TV.
0 None
32 0 - 2 hours
16 2 - 3 hours
2 3 - 4 hours
3 more than 4 hours

12.) Estimate how many hours a day you spend playing a video game.
20 None
22 0 - 2 hours
6 2 - 3 hours
2 3 - 4 hours

Appendix T - Tallies, Pre-Intervention Surveys - School B

(Pre-Intervention) Survey Results - School B

1.) Do you have a public library card?
Yes 20 No 4

2.) Estimate the total number of books you read for a class in the past 12 months (not including school textbooks): Total no. of books = 207 Class Average = 8.63

3.) Estimate the total number of books you read on your own in the past 12 months that were not required for classes: Total no. of books = 142 Class Average = 5.92

4.) Estimate the total number of books you have read in the past 12 months:
Total no. of books = 349 Class Average = 14.54

5.) Does anyone in your household subscribe to a newspaper?
Yes 12 No 12

6.) Do you read any newspaper(s)?
Often 8 Sometimes 15 Never 1

7.) Does anyone in your household subscribe to a magazine?
Yes 19 No 5

8.) Do you read any magazine(s)?
Often 18 Sometimes 6 Never 0

9.) Do you complete textbook reading assignments?
Often 12 Sometimes 12 Never 0

10.) Which of the following would you say best describes your attitude toward reading?
I love reading. 8 I dislike reading. 3
I like reading. 9 I hate reading. 1
I am neutral about reading. 3

11.) Estimate how many hours a day you spend watching TV and/or playing a video game.
1 None 3 3 - 4 hours
4 0 - 2 hours 7 more than 4 hours
9 2 - 3 hours

12.) Estimate how many hours a day you spend listening to music.
0 None 3 3 - 4 hours
9 0 - 2 hours 6 more than 4 hours
6 2 - 3 hours

Appendix U - Tallies, Post-Intervention Surveys - School B

(Post Intervention) Survey Results - School B

1.) Do you have a public library card?
Yes 21 No 3

2.) Estimate the total number of books you read for a class in the past 12 months (not including school textbooks): Total no. of books = 217 Class Average = 9.04

3.) Estimate the total number of books you read on your own in the past 12 months that were not required for classes: Total no. of books = 211 Class Average = 8.96

4.) Estimate the total number of books you have read in the past 12 months:
Total no. of books = 372 Class Average = 17.00

5.) Does anyone in your household subscribe to a newspaper?
Yes 16 No 8

6.) Do you read any newspaper(s)?
Often 10 Sometimes 13 Never 1

7.) Does anyone in your household subscribe to a magazine?
Yes 21 No 3

8.) Do you read any magazine(s)?
Often 17 Sometimes 7 Never 0

9.) Do you complete textbook reading assignments?
Often 13 Sometimes 11 Never 0

10.) Which of the following would you say best describes your attitude toward reading?
I love reading. 8 I dislike reading. 2
I like reading. 10 I hate reading. 1
I am neutral about reading. 3

11.) Estimate how many hours a day you spend watching TV and/or playing a video game.
0 None
6 0 - 2 hours
7 2 - 3 hours
3 3 - 4 hours
8 more than 4 hours

12.) Estimate how many hours a day you spend listening to music.
0 None
8 0 - 2 hours
4 2 - 3 hours
6 3 - 4 hours
6 more than 4 hours

Appendix V - Tallies, Pre-Intervention Interviews - School B

(Pre-Intervention) Interview Results - School B

1.) Are there any magazines in your home?
Many 16 Some 8 None 0

2.) Are there any newspapers in your home?
Many 12 Some 11 None 1

3.) Do you own any fiction books?
Many 16 Some 8 None 0

4.) Are there any fiction books in your home?
Many 16 Some 8 None 0

5.) Do you own any non-fiction books?
Many 12 Some 10 None 2

6.) Are there any non-fiction books in your home?
Many 11 Some 12 None 1

7.) How would you feel about receiving a book as a gift?
I would love it. 7
I would like it. 11
I would not care, either way. 5
I would not like it. 1
I would hate it. 0

8.) Do you visit the public library?
Often 8 Sometimes 15 Never 0

9.) Do you think that any of your friends enjoy reading?
Yes 10 No 14

10.) Would you say that you are "comfortable" when you are reading silently?
Yes 22 No 2

11.) Would you say that you are "comfortable" when you are reading aloud?
Yes 11 No 13

12.) Describe in your own words your feelings about reading:
"Positive" responses: 11 Neutral or non-commital responses: 6 Negative responses: 8

Appendix W - Tallies, Post-Intervention Interviews - School B

(Post Intervention) Interview Results - School B

1.) Are there any magazines in your home?
Many 20 Some 4 None 0

2.) Are there any newspapers in your home?
Many 14 Some 8 None 2

3.) Do you own any fiction books?
Many 16 Some 8 None 0

4.) Are there any fiction books in your home?
Many 16 Some 8 None 0

5.) Do you own any non-fiction books?
Many 11 Some 11 None 2

6.) Are there any non-fiction books in your home?
Many 14 Some 10 None 0

7.) How would you feel about receiving a book as a gift?
I would love it. 4
I would like it. 12
I would not care, either way. 6
I would not like it. 1
I would hate it. 1

8.) Do you visit the public library?
Often 8 Sometimes 16 Never 0

9.) Do you think that any of your friends enjoy reading?
Yes 23 No 1

10.) Would you say that you are "comfortable" when you are reading silently?
Yes 22 No 2

11.) Would you say that you are "comfortable" when you are reading aloud?
Yes 15 No 9

12.) Describe in your own words your feelings about reading:

"Positive" responses:	Neutral or non-commital responses:	Negative responses:
18	3 *	2

*NOTE: One "no answer given."

Appendix X - Reading Log Tally for School B

Weekly Reading Record Log

	School Assigned	School Assigned	Indepe	ndent	Unas	signed	Sum of 3 columns to the left.
	Total # of pages assigned (all classes	Total # of pages completed (all classes	Total # of Book pages	Total # of articles:		Total # of articles:	Total Pages, Independent, Unassigned
Week 1:	5,135	4,943	348	70		93	511
Week 2:	1,271	1,482.5	771	144		186	1,101
Week 3:	1,740	1,506	843	104		70	1,017
Week 4:	1,631	1,502	1,096	51		120	1,267
Week 5:	1,178	1,181	926	59		85	1,070
Week 6:	1,716	1,925	626	54		101	781
Week 7:	1,438	1,451	833	72		128	1,033
Week 8:	2,007	1,811	592	124		178	894
Week 9:	1,661	1,648	421	121		103	645
Week 10:	1,274	1,271	905	126		152	1,183
Week 11:	974	985	406	222		61	689
Week 12:	1,550	1,569	493	156		125	774
Week 13:	1,334	1,332	284	159		52	495
Week 14:	1,502	1,502	1,971	102		113	2,188
Week 15:	2,706	1,810	2,647	63		124	2,834
Week 16:	1,184	786	3,955	193		166	4,314
Week 17:	1,718	2,059	3,689	135		128	3,952
Week 18:	1,668	1,626	952	80		129	1,161

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Appendix Y - Tallies, Pre-Intervention Surveys - School C

(Pre-Intervention) Survey Results - School C

1.) Do you have a public library card?
Yes 22 No 6

2.) Estimate the total number of books you read for a class in the past 12 months (not including school textbooks):
Total no. of books = 126 Class Average = 4.50

3.) Estimate the total number of books you read on your own in the past 12 months that were not required for classes:
Total no. of books = 156 Class Average = 5.57

4.) Estimate the total number of books you have read in the past 12 months:
Total no. of books = 276 Class Average = 9.85

5.) Does anyone in your household subscribe to a newspaper?
Yes 20 No 8

6.) Do you read any newspaper(s)?
Often 10 Sometimes 13 Never 5

7.) Does anyone in your household subscribe to a magazine?
Yes 20 No 8

8.) Do you read any magazine(s)?
Often 16 Sometimes 11 Never 0

9.) Do you complete textbook reading assignments?
Often 14 Sometimes 14 Never 0

10.) Which of the following would you say best describes your attitude toward reading?
I love reading. 5 I dislike reading. 3
I like reading. 8 I hate reading. 4
I am neutral about reading. 8

11.) Estimate how many hours a day you spend watching TV and/or playing a video game.
1 None
9 0 - 2 hours
6 2 - 3 hours
9 3 - 4 hours
3 more than 4 hours

12.) Estimate how many hours a day you spend listening to music.
0 None
8 0 - 2 hours
10 2 - 3 hours
7 3 - 4 hours
3 more than 4 hours

Appendix Z - Tallies, Post-Intervention Surveys - School C

(Post Intervention) Survey Results - School C

1.) Do you have a public library card?
Yes 22 No 6

2.) Estimate the total number of books you read for a class in the past 12 months (not including school textbooks):
Total no. of books = 246 Class Average = 8.79

3.) Estimate the total number of books you read on your own in the past 12 months that were not required for classes:
Total no. of books = 199 Class Average = 7.11

4.) Estimate the total number of books you have read in the past 12 months:
Total no. of books = 344 Class Average = 12.29

5.) Does anyone in your household subscribe to a newspaper?
Yes 18 No 10

6.) Do you read any newspaper(s)?
Often 10 Sometimes 13 Never 5

7.) Does anyone in your household subscribe to a magazine?
Yes 26 No 2

8.) Do you read any magazine(s)?
Often 17 Sometimes 11 Never 0

9.) Do you complete textbook reading assignments?
Often 15 Sometimes 13 Never 0

10.) Which of the following would you say best describes your attitude toward reading?
I love reading. 6 I dislike reading. 2
I like reading. 9 I hate reading. 3
I am neutral about reading. 8

11.) Estimate how many hours a day you spend watching TV and/or playing a video game.
3 None 8 3 - 4 hours
8 0 - 2 hours 2 more than 4 hours
7 2 - 3 hours

12.) Estimate how many hours a day you spend listening to music.
0 None 6 3 - 4 hours
9 0 - 2 hours 2 more than 4 hours
11 2 - 3 hours

Appendix AA - Tallies, Pre-Intervention Interviews - School C

(Pre-Intervention) Interview Results - School C

1.) Are there any magazines in your home?
Many 16 Some 12 None 0

2.) Are there any newspapers in your home?
Many 12 Some 14 None 2

3.) Do you own any fiction books?
Many 16 Some 8 None 4

4.) Are there any fiction books in your home?
Many 16 Some 7 None 5

5.) Do you own any non-fiction books?
Many 4 Some 8 None 16

6.) Are there any non-fiction books in your home?
Many 9 Some 14 None 5

7.) How would you feel about receiving a book as a gift?
I would love it. 2
I would like it. 12
I would not care, either way. 8
I would not like it. 3
I would hate it. 3

8.) Do you visit the public library?
Often 2 Sometimes 22 Never 4

9.) Do you think that any of your friends enjoy reading?
Yes 19 No 9

10.) Would you say that you are "comfortable" when you are reading silently?
Yes 22 No 6

11.) Would you say that you are "comfortable" when you are reading aloud?
Yes 11 No 17

12.) Describe in your own words your feelings about reading:
"Positive" responses: 11 Neutral or non-commital responses: 9 Negative responses: 8

Appendix BB - Tallies, Post-Intervention Interviews - School C

(Post Intervention) Interview Results - School C

1.) Are there any magazines in your home?
Many 16 Some 12 None 0

2.) Are there any newspapers in your home?
Many 11 Some 14 None 3

3.) Do you own any fiction books?
Many 15 Some 9 None 4

4.) Are there any fiction books in your home?
Many 16 Some 8 None 4

5.) Do you own any non-fiction books?
Many 5 Some 9 None 14

6.) Are there any non-fiction books in your home?
Many 7 Some 9 None 12

7.) How would you feel about receiving a book as a gift?
I would love it. 2
I would like it. 13
I would not care, either way. 7
I would not like it. 3
I would hate it. 3

8.) Do you visit the public library?
Often 4 Sometimes 19 Never 5

9.) Do you think that any of your friends enjoy reading?
Yes 19 No 9

10.) Would you say that you are "comfortable" when you are reading silently?
Yes 24 No 4

11.) Would you say that you are "comfortable" when you are reading aloud?
Yes 13 No 15

12.) Describe in your own words your feelings about reading:

"Positive" responses:	Neutral or non-commital responses:	Negative responses:
14	8	6

Appendix CC - Outside Reading Scores, School C

Outside Reading Scores, from the preceding year's students:

	# of pages Read	Percent of 1000
[redacted] 1	0	0
[redacted] 2	0	0
[redacted] 3	760	76
[redacted] 4	410	41
[redacted] 5	296	30
[redacted] 6	0	0
[redacted] 7	1,000	100
[redacted] 8	903	90
[redacted] 9	0	0

	# of pages Read	Percent of 1000
[redacted] 10	1,000	100
[redacted] 11	1,000	100
[redacted] 12	460	46
[redacted] 13	0	0
[redacted] 14	0	0
[redacted] 15	800	80
[redacted] 16	0	0
[redacted] 17	0	0
[redacted] 18	911	91

	# of pages Read	Percent of 1000
[redacted] 19	0	0
[redacted] 20	0	0
[redacted] 21	800	80
[redacted] 22	0	0
[redacted] 23	1,000	100
[redacted] 24	860	86
[redacted] 25	800	80
[redacted] 26	0	0
[redacted] 27	1,000	100

Class Avge.	#	441
	Prcntge:	44

Outside Reading Scores, from the targeted students (at the end of the intervention)

	# of Pages Read	Percent of 1000 pages
[redacted] 1	868	87
[redacted] 2	285	29
[redacted] 3	1,000	100
[redacted] 4	0	0
[redacted] 5	1,013	101
[redacted] 6	644	64
[redacted] 7	919	92
[redacted] 8	268	27
[redacted] 9	309	31
[redacted] 10	789	79
[redacted] 11	0	0
[redacted] 12	288	435
[redacted] 13	657	66
[redacted] 14	0	0

	# of Pages Read	Percent of 1000 pages
[redacted] 15	422	42
[redacted] 16	1,000	100
[redacted] 17	827	83
[redacted] 18	0	0
[redacted] 19	129	13
[redacted] 20	760	76
[redacted] 21	633	63
[redacted] 22	874	87
[redacted] 23	603	60
[redacted] 24	0	0
[redacted] 25	870	87
[redacted] 26	280	28
[redacted] 27	741	74
[redacted] 28	0	0

[redacted] Class Avge.	# Pages:	506.39
	Prcntge:	65.14

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